

Fall 2019

Meeting days: Mondays and Wednesdays	Instructor title and name: Professor Susan DeCristofaro Rogers
Meeting times: 7:25-8:20 AM	Phone: 619-849-2245
Meeting location: Evans Hall 122	E-mail: srogers@pointloma.edu
Final Exam: Friday, December 20, 7:30-10:00 AM	Office location and hours: Evans Hall 102, office hours posted on door

PLNU Mission ★

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE DESCRIPTION ★

Developmental changes and challenges of adolescents and their families as they deal with current societal issues, autonomy, peer relationships, sexuality, parent-adolescent communication, values, teen pregnancy, substance abuse, and adolescents as parents. These major issues affecting adolescents and their families are examined using data from a variety of theoretical, empirical, and clinical viewpoints. Fieldwork is required.

Prerequisite(s): CHD 1020 or CHD 1050

COURSE LEARNING OUTCOMES ★

1. Investigate knowledge of prominent individuals in the field of adolescent and family development and understand how various theoretical viewpoints are applicable to the adolescent in the context of the family
2. Identify the relevant biological, cognitive and social-emotional changes that occur in the adolescent and be aware of how these affect the individual, the family and society.

3. Analyze the components of healthy adolescent parent relationships, including communication patterns, taking into consideration the variations in culture, ethnicity and various parenting styles.
4. Identify risk actors in vulnerable adolescents and their families and recognize protective factors that can be strengthened.
5. Survey the impact of community, state and national resources designed to enhance adolescent and family development and promote resiliency.

PROGRAM LEARNING OUTCOMES

1. Identify and describe normative similarities and differences of cognitive, emotional, social and physical theories at each developmental stage from prenatal through adulthood.
2. Analyze what are developmentally appropriate concepts, activities, materials, resources in community as related to infant through adolescent development.
3. Identify and assess scientific research to evaluate current evidence-based research related to child and adolescent development.
4. Evaluate the effects of society and culture upon the family microsystems, family types, and the subsequent macro systems with which they co-exist.
5. Identify career paths and faith integration within the child and adolescent professions.

COURSE SCHEDULE AND ASSIGNMENTS

SIGNATURE ASSIGNMENTS

Course Signature Assignments	Proficiency Level
Critique of Social Issues Book	Develop
Field Participation and Reflection	Develop

ASSIGNMENT GUIDELINES

FIELD PARTICIPATION:

All students are required to participate for 10 hours in a community adolescent program. In class the professor will present different possibilities of volunteer opportunities that will meet this requirement. One example is EP Save a Life at PLNU on November 3. The hours can be in different agencies, but need to add up to 10 hours. Hours will need to be signed off by the supervisor (form will be provided).

Due Date: December 2, 2019

REFLECTIVE FIELD EXPERIENCE POWER POINT:

Students will be responsible for creating a reflective field experience power point based on their field experience hours. The power point should be 1-2 slides and no more than 2 minutes in length and are to be submitted to live text. **Due Date: December 2, 2019**

SUMMARY/CRITIQUE OF A SOCIAL ISSUES BOOK:

Each **team** will choose a current Social Issues book (*See Supplemental Texts). Each member of the team will read and evaluate the developmental information pertaining to the social issue addressed. Each team will present a summary of important information and pertinent questions related to the social issue in concern to the class through PowerPoint. **Each individual student** will write a 5 to 6 page written report as well. The written report should include a summary and critique of the social issue addressed and also should include the student's personal reflections pertaining to the issues addressed. **See Due Date in Course Schedule**

TEAM PROJECT POINTS:

In class, team points will be given for activities, quizzes, and reflections. A total of 40 points will be possible.

PEER EVALUATION OF TEAM:

Each team member will be asked to do an evaluation of each member's participation in the team. 10 points possible.

DATE PRESENTED	CLASS CONTENT OR ASSIGNMENT
September 4	Intro to Class/Syllabus
September 9	Historical Perspective of Adolescent Development
September 11	Today's Adolescents in the United States Chapter 1 Assigning Team Reading
September 16	Puberty Chapter 2
September 18	Health and Teens in America Chapter 2 Sign up for Field Participation
September 23	Brain Development Chapter 3
September 25	Cognitive Development and Multi-Intelligences Chapter 3
September 30	TEST 1 Chapters 1-3
October 2	Emotional Development of Adolescence Chapter 4
October 7	Gender Chapter 5
October 9	Team PowerPoint Presentation – Real Boys
October 14	Team PowerPoint Presentation – Queen Bees and Wannabes
October 16	Sexuality Chapter 6
October 21	Team PowerPoint Presentation – Girls on Edge

October 23	TEST 2 Chapters 4-6
October 28	Moral Development Chapter 7
October 30	Team PowerPoint Presentation – Odd Girl Out
November 3	EP Save a Life at PLNU
November 4	Family Process Chapter 8
November 6	Team PowerPoint Presentation – Boys Adrift or Lost Boys
November 11	The Changing Family in a Changing Society Chapter 8
November 18	Team PowerPoint Presentation – The Soul of Shame
November 20	Peer and Romantic Relationships Chapter 9
November 25	Team PowerPoint Presentation – iGen
November 27-29	Thanksgiving Recess
December 2	TEST 3 Chapters 7-9
December 4	Culture and Socioeconomic Status Chapter 12 Reflective Fieldwork Presentations DUE Team PowerPoint Presentation – The Price of Privilege Peer Evaluation of Team DUE
December 9	Problems in Adolescence and Emerging Adulthood Chapter 13
December 11	Team PowerPoint Presentation – Brainstorm
December 20	FINAL EXAM and TEST 4 Chapters 10-13 7:30-10:00 AM

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Santrock, J. Adolescence, McGraw Hill, New York, 2016 16th edition

SUPPLEMENTAL TEXTS FOR TEAM PROJECTS PROVIDED BY THE PROFESSOR:

1. *Twenge, J. iGen. 2017
2. *Siegel, D. Brainstorm. 2013
3. *Thompson, C. The Soul of Shame. 2015
4. *Garbarino, J. Lost Boys. 1999
5. *Levine, M. The Price of Privilege. 2006
6. *Pollack, W. Real Boys. 1999
7. *Sax. Boys Adrift. 2007
8. *Sax. Girls on Edge. 2014
9. *Simmons, R. Odd Girl Out. 2002
10. *Wiseman, R. Queen Bees Wannabes. 2009

ASSESSMENT AND GRADING ★

<u>Assignment distribution by points:</u> <ul style="list-style-type: none">• Field Participation 10hrs x 5pts = 50pts• Reflective Field Experience PowerPoint 20pts• Social Issues Book Summary and Critique<ul style="list-style-type: none">○ PowerPoint Team Presentation 50pts○ Written Report (Individual) 50pts• Team Quizzes and Activity Points 40pts• Team Peer Evaluation 10pts• Section Exams 3 x 80pts = 240pts• Final Exam 100pts Total Possible 560pts	<u>Grade scale:</u> A=93-100 C=73-76 A-=92-90 C-=70-72 B+=87-89 D+=67-69 B=83-86 D=63-66 B-=80-82 D-=60-62 C+=77-79 F=0-59
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INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

FINAL EXAMINATION POLICY ★

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

NOTE: The following policies are to be used without changes:

PLNU COPYRIGHT POLICY ★

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY ★

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for

the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY ★

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. (DRC@pointloma.edu or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

PLNU ATTENDANCE AND PARTICIPATION POLICY ★

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.