

**Fall 2023**

<b>Meeting days:</b> Mondays and Wednesdays	<b>Instructor title and name:</b> Professor Kellye Carroll
<b>Meeting times:</b> 11:00-11:55am	<b>Phone:</b> 619-517-1272
<b>Meeting location:</b> Evans Hall 122	<b>E-mail:</b> kcarroll@pointloma.edu
<b>Final Exam:</b> Friday, Dec. 15 <sup>th</sup> by midnight	<b>Office location and hours:</b> Evans Hall 102b, sign up using my Calendly link: <a href="https://calendly.com/kcarroll-plnu">https://calendly.com/kcarroll-plnu</a>

**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.

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### **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**

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<b>Course Signature Assignments</b>	<b>Proficiency Level</b>
Critique of Social Issues Book	Develop
Field Participation and Reflection	Develop

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#### **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. Examples: Hope Leadership Foundation, EP Save a Life at PLNU (date TBD). 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 6**

##### **REFLECTIVE FIELD EXPERIENCE POWER POINT:**

Students will be responsible for creating a reflective field experience presentation via Powerpoint or Google Slides 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 Canvas. **Due Date: December 4/6**

**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. **Team summary due date: See Due Date in Course Schedule (assigned after books have been selected)**

**Individual report due date: December 8**

**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.

<b>WEEK PRESENTED</b>	<b>CLASS CONTENT OR ASSIGNMENT</b>
1 (Aug 28-Sep 1)	Intro to Class/Syllabus/Foundations/Chapter 1&2
2 (Sep 4-8)	*No class Monday, September 4 Fieldwork introduction Assign Team Reading
3 (Sep 11-15)	The Brain & Cognitive Development Chapters 2 &3 Sign up for Field Participation
4 (Sep 18-22)	Chapters 1-3 Review & <b>Exam 1: Wednesday, September 20</b>
5 (Sep 25-29)	The Self, Identity, Emotion & Personality Chapter 4
6 (Oct 2-6)	Gender & Sexuality Chapters 5 & 6 <b>Team #1 Presentation (Thompson, C. The Soul of Shame. 2015)</b>
7 (Oct 9-13)	Chapters 4-6 Review & <b>Exam 2: Wednesday, October 11</b>

8 (Oct 16-20)	Moral Development Chapter 7 <b>Team #2 Presentation (Garbarino, J. Lost Boys. 1999)</b> <b>Team #3 Presentation (Sax. Boys Adrift. 2007)</b>
9 (Oct 23-27)	The Family Process & The Changing Family Chapter 8 <b>Team #4 Presentation (Sax. Girls on the Edge. 2014)</b>
10 (Oct 30- Nov 3)	Peer & Romantic Relationships Chapter 9 <b>Team #5 Presentation (Simmons, R. Odd Girl Out. 2002)</b> <b>Team #6 Presentation (Twenge, J iGen. 2017)</b>
11 (Nov 6-10)	Chapters 7-9 Review & <b>Exam 3: Wednesday, November 8</b>
12 (Nov 13-17)	School & Work Chapters 10 & 11 <b>8<sup>th</sup> grade film</b>
13 (Nov 20-24)	*Monday, November 20 only Culture & Socioeconomic Status Chapter 12 <b>Presentation (Siegel, D. Brainstorm. 2013)Professor Carroll</b>
14 (Nov 27- Dec 1)	Problems in Adolescence & Emerging Adulthood Chapter 13 <b>Team #7 Presentation (Levine, M. The Price of Privilege. 2006)</b>
15 (Dec 4-8)	Cumulative Review Chapters 1-13 <b>Field Experience Documentation &amp; Reflective Presentation Due December 4/6</b>
16 (Dec 11-15)	Final Exam: Due Friday, December 15 <b>Final Exam: Cumulative Essay/ Short Response Questions + Multiple Choice Chapters 10-13</b>

## REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

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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 the Edge. 2014
9. \*Simmons, R. Odd Girl Out. 2002
10. \*Wiseman, R. Queen Bees Wannabes. 2009

## ASSESSMENT AND GRADING

<p>Assignment distribution by points:</p> <ul style="list-style-type: none"> <li>● Field Participation 10hrs x 5pts = 50pts</li> <li>● Reflective Field Experience Presentation 20pts</li> <li>● Social Issues Book Summary and Critique <ul style="list-style-type: none"> <li>○ PowerPoint Team Presentation 50pts</li> <li>○ Written Report (Individual) 50pts</li> </ul> </li> <li>● Team Quizzes and Activity Points 40pts</li> <li>● Team Peer Evaluation 10pts</li> <li>● Section Exams 3 x 60pts = 180pts</li> <li>● Final Exam 100pts</li> </ul> <p><b>Total Possible 500pts</b></p>	<p>Grade scale:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A=93-100</td> <td style="width: 50%;">C=73-76</td> </tr> <tr> <td>A-=92-90</td> <td>C-=70-72</td> </tr> <tr> <td>B+=87-89</td> <td>D+=67-69</td> </tr> <tr> <td>B=83-86</td> <td>D=63-66</td> </tr> <tr> <td>B-=80-82</td> <td>D-=60-62</td> </tr> <tr> <td>C+=77-79</td> <td>F=0-59</td> </tr> </table>	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 **by its scheduled day (Friday, December 15th)**. 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

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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

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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](mailto: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

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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.

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the [Bias Incident Reporting Form](#).