



ED 240 | Fall 2017

ADOLESCENT DEVELOPMENT & LEARNING

Course time: Mondays 3:00-5:50 p.m. | Credits: 3 | Grading: Letter grade

INSTRUCTORS

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This course focuses on principles of adolescent development and learning in family, school, and community contexts. We examine adolescents from biological, psychological, cognitive, and social perspectives. This includes how adolescents learn and what motivates them to learn, and how schools contribute to adolescents' growth by teaching in ways that "fit" their developmental and cultural needs.

COURSE REQUIREMENTS

Articles and chapters for each week's class will be made available online through Canvas. We expect you to participate through engagement with readings and discussions, and through completion of all assignments in a timely manner. Five tasks will comprise our assessment of how well you engage with and master the class material:

1. Class Participation. The course is conducted as a graduate reading seminar. Complete the readings for each week ahead of time so that class time can be devoted to discussion, answering of questions, probing of issues and—above all—to discussing how the material illuminates your interactions with adolescents in the school setting. Participation in class discussion every week is an important part of the course. Our goal is to create an engaging and productive classroom environment with and for you.

2. Leading Class Discussion. In groups of 2 or 3, lead a 30-minute class discussion of the readings. We will circulate a sign-up sheet on the first day of class; sign up for any week based on your interest in the topic. You have many options for this activity: for example, develop a short groupwork assignment based on the readings, present a video clip, articles or research studies related to the week's topic, etc. Email a lesson plan to your instructors by noon on Sunday before the class. If you wish to consult with instructors regarding your lesson plan, contact them to make an arrangement to meet.

3. Weekly Logs. Each week, submit a [log](#) that connects the readings and guided activities with your case study adolescent. Logs should be about 2-3 pages in length (double-spaced, 12 pt. font, 1" margins), unless you are presenting data on your case study adolescent and you require more space. You are required to make specific reference to the readings in your logs, using either APA or MLA citation format. Submit logs electronically via Canvas before 3 p.m. each Monday.

4. Feedback to a Case Study Partner. You will be assigned to a case study partner with whom you will share logs and give regular feedback. You will also give feedback on the entire case to a partner when it is in draft form (in the week between class meetings 9 and 10).

5. Case Study. Your logs will form the basis of your case study project, a holistic close look at a developing adolescent and their cognitive, social, emotional, and physical development. You will have the opportunity to review case studies from previous years. A full draft of the case study will be due no later than November 17; you will receive feedback from your case study partner and instructor, and the final case study report is due on December 11.

GRADING

Our expectation is that everyone will achieve a satisfactory grade in the course. To that end, we will invite you to revise and resubmit assignments in a timely manner if necessary. Assignment extensions may be granted by your instructors, if requested. Finally, we want to remind you to review the Stanford honor code related to academic integrity found [here](#).

STUDENTS WITH DOCUMENTED DISABILITIES

Students who may need an academic accommodation based on the impact of a disability must initiate the request with the [Office of Accessible Education \(OAE\)](#). Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations.

READINGS AND ASSIGNMENTS

Week 1: Understanding Adolescent Development and Learning (September 25)

- Defining adolescence and its relationship to schooling
- Justice and asset-based approach

Readings for today

- Benson, P. (2006). *40 Developmental Assets*. (1 page)
- Nakkula & Toshalis (2006). *Educators as Applied Developmentalists*. (4 pages)
- Kolbert, E. (Aug. 31, 2015). *The Terrible Teens*. (8 pages)

Additional Resources

- Florio-Ruane, S. (1990). *Creating Your Own Case Studies* (13 pages)

Week 2: Schools as Contexts for Development (October 2)

- Adolescent schooling experiences and “doing school”
- Aspects of school critical in development

Readings for today

- Pope, *Doing School*, Chapters 1 and 7 (everyone; 33 pages), 2-6 (jigsaw), Epilogue (optional)

Due: Permission form (to instructor), Log #1 (on Canvas)

Week 3: Cognitive Development (October 9)

- Adolescent thinking and brain development
- Risk-taking, sensation-seeking, emotional arousal

Due to Canvas:
Log #2

Readings for today

- Steinberg, Chapter 2, Cognitive Transitions (28 pages)
- Willingham, 9 Principles of Mind (2 pages)

Additional Resources

- Cognitive Assessment Packet (we will hand out in class)
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Week 4: Social-Emotional and Moral Development (October 16)

- Social-emotional development
- Moral development and political engagement
- Faith, meaning, and purpose

Due to Canvas:
Log #3

Readings for today

- Society for Research in Child Development report on SEL (12 pages)
- Cole, M. & Cole, S. R. (1993). *The Development of Children*, pp. 658-671 (14 pages)
- Sadowski, M. (2008). *Adolescents at School*. Ch. 10 (22 pages)

Additional Resources

- CASEL Website, www.casel.org
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Week 5: Peers, Friendships, and Social Media (October 23)

- Importance of relationships
- The social scene at school
- Social media influence
- Bullying

Due to Canvas:
Log #4

Readings for today

- Twenge (2007). Have Smartphones Destroyed a Generation? (19 pages)
 - Steinberg, Chapter 5, *Peer Groups* (33 pages)
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Week 6: Who Am I? Gender and Sexual Identity (October 30)

- Identity development
- Gender identity and schools as gendered contexts
- Sexual identity and safe spaces for all students

Due to Canvas:
Log #5

Readings for today

- Sadowski, M. (2008). *Adolescents at School*. Chapters 5, 6, 7 (49 pages)

Week 7: Who Am I? Ethnic and Racial Identity (November 6)

- Ethnic and racial identity development
- Identity safety
- Racial discourse in school

Due to Canvas:
Log #6

Readings for today

- Tatum, *Why Are All the Black Kids Sitting Together in the Cafeteria?* Chapters 2, 4. (34 pages)
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Week 8: Home and Family (November 13)

- Multiple Worlds: borders and boundaries
- Social class
- Immigrant families

Due to Canvas:
Log #7

Readings for today

- Davidson, A.L. & Phelan, P. (1999). *Students' Multiple Worlds: An Anthropological Approach to Understanding Students' Engagement with School* (1 page)
 - Sadowski, M. (2008). *Adolescents at School*. Chapter 3, 8. (37 pages)
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**CASE STUDY DRAFT IS DUE NOVEMBER 17 AT 3 p.m.
NO CLASS NOVEMBER 20 – THANKSGIVING BREAK**

Week 9: Fostering Academic Identity, Engagement and Achievement (November 27)

- Academic identity & connection to school
- Strategies for healthy development & success

Due to Canvas:
Log #8

Readings for today

- Dweck, C. (2015). Revisiting the 'growth mindset.' *Education Week*, 35(5), 20-24. (3 pages)
 - Strauss, V., & Ris, E. (2016). The problem with teaching 'grit' to poor kids? They already have it. Here's what they really need. *Washington Post*. (3 pages)
 - Additional readings TBD
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Week 10: Wrap-up of Course: Sharing Case Studies (December 4)

Come prepared to share 2-3 key learnings from your case study.

FINAL CASE STUDY IS DUE DECEMBER 11 AT 3 p.m.
