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 psychological, cognitive, social, and academic perspectives. This includes how adolescents learn and what motivates them to learn, and how schools contribute to adolescents’ growth through educational experiences that are developmentally appropriate, culturally relevant, responsive and sustaining.

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. Four 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. **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. 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.

3. **Feedback to Case Study Partners.** You will be assigned to case study partners 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).
4. **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 16; you will receive feedback from your case study partner and instructor, and the final case study report is due on December 10.

**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: Introduction to Adolescent Development and Learning
(September 24)

- What is adolescence?
- Who was I as an adolescent, and what does that mean for my practice as a teacher?
- How do I apply a developmental lens to my practice?

Readings for today

Additional Resources

Week 2: Schools as Contexts for Development and Learning
(October 1)

- How do schools and teachers influence adolescent development and learning?
- How do I apply a developmental lens to my school context?
- How do I provide a supportive and engaging educational experience for all students?

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

Additional Resources
Week 3: Cognitive Development & Learning (October 8)

- What cognitive changes do adolescents undergo, and how do these changes influence the student as a learner?
- What impact do teachers and schools have on adolescents’ cognitive development, motivation and achievement?

- Steinberg, Chapter 2, Cognitive Transitions (28 pages)

Additional Resources
- 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)
- Cognitive Assessment Packet (we will hand out in class)

Week 4: Peers, Friendships, Moral Development, and Purpose (October 15)

- What is the nature of adolescent relationships with their peers and how do teens experience the social scene of school?
- What role does school play in the development of morality and purpose?

Readings for today
- Steinberg, Chapter 5, Peer Groups (33 pages)

Additional Resources
Week 5: Social-Emotional Learning (SEL) and Mental Health  
(October 22)

- What social-emotional and mental health issues are particularly salient during adolescence? For whom and why?
- What role do schools play in the development of social-emotional and mental health during adolescence?

Readings for today
- Domitrovich, C., Syvertsen, A., & Calin, S. (2017) Promoting social and emotional learning in the middle and high school years. The Pennsylvania State University. (14 pages)

Additional Resources
- CASEL Website, www.casel.org
- Society for Research in Child Development report on SEL. (12 pages)

Week 6: Identity Development: Gender and Sexuality (October 29)

- What are the dimensions of identity development and what role do schools play in this process?
- What role does school play in how adolescents come to understand gender and gender identities?
- What role does school play in how adolescents develop romantic relationships and sexual identities?

Readings for today

Additional Resources
- Sadowski Ch 1 - Identity & Possibility OR Tatum Ch 2 -
Week 7: Identity Development: Race and Ethnicity (November 5) (Shayna)

- How do students develop ethnic and racial identities?
- What role does school play in how students develop ethnic and racial identities?

Readings for today
- Sadowski Ch 1 (Identity & Possibility) and 2 (Race and School - Joaquin Dilemma), Ch 4 Model minorities/perpetual foreigners
- Tatum, *Why Are All the Black Kids Sitting Together in the Cafeteria?* Chapters 4. (23 pages)
- Tatum Ch 2 Complexities of Identity; Ch 4 Identity Dev In Ad; Ch 6 White Identity; Ch 8 others; Ch 9 multiracial

Additional Resources
- P. Carter, *Keepin’ it Real* (Introduction, Chapters 5, 6).
- B. Tatum, *Why Are All the Black Kids Sitting Together in the Cafeteria?* (Chapters 3, 6, 10).

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Week 8: Identity Development: Family, Culture, and Social Class (November 12) (Jen)

- How do students develop cultural identities? What does that process look like for immigrant students and/or students whose primary language is not standard English?
- How do cultural identities interact with ethnic and racial identities, and with immigration status?
- What role does school play in how students develop cultural identities?

Readings for today
Week 9: Case Study Workshop Day and Implications for Teaching (November 26)

- How can I apply a developmental lens to instruction in my content area?
- How can I continue to grow as a teacher? What do I still need to learn about adolescent development?

Readings for today


Week 10: Wrap-up of Course: Sharing Case Studies (December 3)

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

- Review Palmer excerpts?
- [Emdin- reading or ted talk?- DG]

Final Case Study is due December 10 at 3 p.m.