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 responsive and sustaining.

COURSE MATERIALS
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. We will also read substantial sections from several books. You may choose to purchase these books or read the chapters made available via Canvas. The books are also on Reserve in the Cubberley Library.


COURSE REQUIREMENTS
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 discussing texts, answering of questions, probing of issues and —above all—to exploring 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. **Case Study Logs** According to the schedule submit a log that connects the readings and guided activities with your case study of an adolescent. Logs should be about 3 pages in length (double spaced, 12 pt. font, 1” margins), unless you are presenting data on your case 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. on Thursday.

3. **Feedback to Case Study Partner** You will be assigned to a case study partner with whom you will 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 21. You will receive feedback from your case study partner and instructor, and the final case study report is due on December.

**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.

**ACCOMODATIONS**
Students who need academic accommodations related to a disability should initiate a request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk; phone: 723-1066; https://oae.stanford.edu/

**SUPPORT FOR EACH LEARNER**
This course is designed to support your development as a professional educator. As educators, we are tasked with ensuring the success of EACH learner. Please let us know if the need arises for additional resources or support and we will work together to develop a plan for success.
READINGS AND ASSIGNMENTS

Week 1: Introduction to Adolescent Development and Learning (September 3)

- 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 and Classrooms as Contexts for Development and Learning (September 30)

- 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
- *Jigsaw*: Chapter 2, 3, 4, 5 or 6

Additional Resources
Week 3: Cognitive Development & Learning (October 7)

[Class will be held 4:15-6:15 pm]

- 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?

Readings for today
- Steinberg, Chapter 2, Cognitive Transitions (28 pages: Read pg. 56-65, skim 65-72, read 72-76, skim 76-83)
- Video: Why the teenage brain has an evolutionary advantage. University of California. https://www.youtube.com/watch?v=P629TojpvD (4 minutes)

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)

Week 5: Peers & Friendships (October 14)

- What is the nature of adolescent relationships with their peers and how do teens experience the social scene of school?
- How do peer groups and friendships work in the development of sense of self and school engagement?

Readings for today
Additional Resources


Week 4: Social-Emotional Learning (SEL) and Mental Health
(October 21)

- 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)
- Simmons, DN., Brackett, MA., & Adler, N. (2018). Applying an equity lens to social, emotional, and academic development. The Pennsylvania State University. (13 pages)
- CASEL Website, www.casel.org

Additional Resources

- Society for Research in Child Development report on SEL. (12 pages)

Week 6: Identity Development: Becoming Themselves Spotlight:
(A)Gender and (A)Sexuality     (October 28)

- 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 (a)gender and (a)gender identities?
• What role does school play in how adolescents develop romantic relationships and (a)sexual identities?

Readings for today
- Understanding Gender. Gender Spectrum. https://genderspectrum.org/articles/understanding-gender

Additional Resources
- Sadowski, M. (2008) Adolescents at School. Chapters 1, 6, 7
- GLSEN website

Week 7: Identity Development: Becoming Themselves Spotlight: Race and Ethnicity (November 4)

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

Readings for today
- Tatum, Beverly (2017). Why Are All the Black Kids Sitting Together in the Cafeteria? New York: Basic Books. Chapters 1, 2, 4
- From the following, choose what is most applicable to your case study:
  - Tatum, Chapter 6 (White Identity), Chapter 8 (Latinx, Native, Pacific Islander, Asian, African, Middle Eastern), Chapter 9 (multiracial),

Additional Resources
- P. Carter, Keepin’ it Real (Introduction, Chapters 5, 6).

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**Week 8: Identity Development: Family & Culture (November 11)**

- How do families influence students' identity development? What role does family and cultural identity play in how we learn?
- 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**
- TBD

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**Week 9: Case Study Workshop Day and Implications for Teaching (November 18)**

- 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**


CASE STUDY DRAFT IS DUE NOVEMBER 21 AT 11:59p.m.
NO CLASS NOVEMBER 25 - THANKSGIVING BREAK

Week 10: Wrapup of Course: Sharing Case Studies (December 2)
Come prepared to share 2-3 key learnings from your case study.

FINAL CASE STUDY IS DUE DECEMBER 6 11:59p.m.