TEMPLE UNIVERSITY

Teens and Tweens
EDUC 0819, Fall 2019 Online

Instructor Information
Instructor: Dr. Amy Lewis, PhD
Email: amylewis@temple.edu
Office hours: By appointment

Course Texts
You do not have to buy any books for this course; all texts are provided on Canvas. You will find them in the modules and in the course files page.

Course Details
Purpose of Course
This interdisciplinary course is designed to help students gain a deep understanding of adolescence as a life stage. Adolescence is defined in part as a transitional stage, bridging childhood and adulthood; but adolescence also functions as a distinctive time of life during which young people face a series of developmental tasks and challenges that do not automatically disappear when, for example, a person turns 25. Depending on individual circumstances, young people may confront some of the challenges commonly associated with adolescence much earlier or later than some developmental theorists predict. For example, some adolescents face adult tasks like parenting at a very young age, while others postpone closure on their ethnic or gender identity until later in life.

For the purposes of this course, the period of adolescence (roughly ages 10-25) will incorporate the time during which many young people separate from their families and become autonomous, participate in independent relationships, develop their own set of values and beliefs, come to sexual maturity, and develop a sense of self related to their gender, ethnicity, race and class. The course will look closely at the steps young people take as they form their identities and become increasingly independent and autonomous individuals. Using literature, TV and film, as well as articles and books from the field of human development, the course will explore how children grow into teenagers, how they survive the challenges of adolescence, and how they become productive adults. We will explore research and theory from the fields of developmental psychology, sociology, social psychology, neurophysiology, genetic studies and other related fields. In addition to learning the content related to this course, students will be

introduced to topics in research methods including how to develop research questions, how to search for literature, how to conduct a research study, and how to critically analyze published results.

In this course, we will seek to answer the following questions:
- Does adolescence inevitably precipitate an identity crisis through which all young people in all cultures must successfully pass in order to lead productive adult lives?
- Is there such thing as a typical teenage experience, or does an individual's gender, sexual orientation, ethnicity, race, class, religion, and region affect the character of their adolescent experience? Do all people have to accomplish the same developmental tasks in the same way no matter who they are?
- Are people pre-programmed in their genetic make-up to become who they are, or do they develop identities by choosing to be who they want to be? If they choose, what influences their choices and how and when do they become who they want to be?
- Do people choose who they want to be or do factors related to their environment impact who they become?

Course Objectives
Content goals: Students will develop:
- Familiarity with the field of human development
- Ability to apply several theoretical perspectives to the study of adolescence
- Ability to describe the tasks and activities that constitute adolescence
- Appreciation for how capitalism and consumerism impact adolescent development
- Understanding of how various media construct adolescence and the influence of those representations on adolescents and society
- Anticipated learning outcomes: Students will gain:
- Increased skill at communicating ideas in an appropriate academic context
- Increased skill at reading critically and identifying the author's or director's intention
- Increased ability to make reasoned judgments about the accuracy and credibility of information and representations, including media representations
- Increased ability to make a claim and defend a position
- Ability to read and analyze social science texts
- Ability to use data and think like a social scientist
- Increased media literacy

Course Technologies
This course requires the use of Canvas, including access to materials and assignment submission. Some videos posted via Canvas will require the use of speakers. The instructor may utilize web-conferencing tools to deliver synchronous material. In order to participate in synchronous sessions (should they exist), you should have a computer, a webcam, headphones, and microphone.

This course requires the use of Microsoft Office (i.e., Word, Excel, PowerPoint). Students can gain access to these materials by visiting the Temple University Computer Download Services at this address: https://download.temple.edu/

Students should check their Temple email (Links to an external site.) daily for course updates. All students are required to comply with Temple University's Computer and Network Security Policy (Links to an external site.)

Accessibility of course technologies
Canvas (Links to an external site.)

Instructional Methods
Online asynchronous.

Instructional Methods: Readings, video-based lectures, individual activities, discussion boards.

Course Communications
To facilitate communication, the university requires you to have an e-mail account ending in @temple.edu. During the semester, I will generally respond to emails within 24 hours of receiving them during the week and with 48 hours on weekends.

Grades & Assignments
Grading

Scale

A Range	B Range	C Range	D Range	F Range
A 94 - 100	B+ 87 - 89	C+ 77 - 79	D+ 67 - 69	F 0 - 59
A- 90 - 93	B 84 - 86	C 74 - 76	D 64 - 66	
	B- 80 - 83	C- 70 - 73	D- 60 - 63	

Weighting Details
Minor Assignments (quizzes and reflection/response papers): 20%
Participation/Attendance (discussion posts): 20%
Major Assignments (formal essays and final presentation): 60%

Overview of Assignments
You will have readings, two essays, discussion posts, quizzes, and a final presentation to do. Detailed descriptions of these and their corresponding rubrics/grading criteria are in the modules section and files page in Canvas.

Rubrics and Grading Procedures
Rubrics are utilized throughout the semester for most of your assignments. You will be able to access the rubrics from any assignment that will be scored with one with the assignment instructions included on both the modules page for the course and the course files page.

Policies & Services
General Policies
All Temple University Academic Policies (Links to an external site.) will be upheld.
The General Education Policies and Requirements (Links to an external site.) details program expectations.

Course Minimum Grade
Although D- is a passing grade, a minimum grade of C- is required in General Education courses and, in many programs, courses required by the major.
For more information, please see Temple University's Academic Policies on Grades and Grading. (Links to an external site.)

Incomplete
A student will be eligible for a grade of "Incomplete" only if he/she: 1) has completed at least 51% of the work at a passing level, 2) is unable to complete the work for a serious reason beyond his or her control, and 3) files a signed agreement with the instructor outlining the work to be completed and the timeframe in which that work will be completed. The student is responsible for initiating this process and all incomplete forms must be sent to the Associate Dean for Academic Affairs prior to the start of study days in that semester.
Please refer to the following for further details: Temple University's Incomplete Policy (Links to an external site.) (Policy #02.10.13).

Withdrawal from the Course
If a student wishes to withdraw from a course, it is the student's responsibility to meet the deadline for the last day to withdraw from the current semester
See Temple University's Academic Calendar (Links to an external site.) for withdrawing deadlines and consult the University policy on withdrawals (Links to an external site.) (Policy # 02.10.14).

Statement on Academic Rights & Responsibilities
Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has a policy on Student and Faculty Academic Rights and Responsibilities (Links to an external site.) (Policy #03.70.02).

Academic Honesty
According to the University Student Code of Conduct, students must not commit, attempt to commit, aid, encourage, facilitate, or solicit the commission of academic dishonesty and impropriety including plagiarism, academic cheating, and selling lecture notes or other information provided by an instructor without the instructor's authorization. Violations may

result in failing the assignment and/or failing the course, and/or other sanctions as enumerated in the University Code of Conduct (Links to an external site.).

Netiquette
Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Our differences, some of which are outlined in the University's nondiscrimination statement (Links to an external site.), will add richness to this learning experience. Please consider that sarcasm and humor can be misconstrued in online interactions and generate unintended disruptions. Working as a community of learners, we can build a polite and respectful course atmosphere.

Disability Disclosure Statement
Any student who has a need for accommodation based on the impact of a documented disability should contact Disability Resources and Services (Links to an external site.) (DRS), Ritter Annex 100, (215) 204-1280 or 215-204-1786 (TTY) or drs@temple.edu, to make arrangements. Students requesting accommodations should meet with the instructor as soon as possible after the start of classes to discuss their needs and to provide documentation from DRS. Accommodations are not retroactive.

Technical Support
For a listing of technical support services available to Temple University students, see the General Education Program's Tech Support page (Links to an external site.).

Academic and Support Services
 Temple University provides a variety of services to support you throughout your studies. Follow this URL for descriptions and details: http://gened.temple.edu/support-services/ (Links to an external site.).

Continuity of Instruction in Event of Emergency
Students are to register for the TUAlert System to be made aware of University closures due to weather or other emergency situations and follow all additional university-wide emergency instruction. Students can register for this system on the Campus Safety Services website (Links to an external site.). In the event of an emergency, class materials/instructions will be provided in a web-based format via Blackboard or web-ex. Students registered for the class will be alerted to any alternate testing procedures and submission of assignment requirements from the instructor via email.