

Eastern Oregon University
Course Syllabus

Number of Course: HWS 335

Name of Course: Healthy Male Development in Adolescence

Catalog Description: This course is designed to provide students with a focused knowledge base regarding male adolescent development in arenas related to risk and health. It assumes that students have a solid grasp of basic human development during the adolescent/teen-aged years. Adolescence is a period of time during which specific challenges and experiences face boys in ways that can affect long term individual health and well being. Among other topics, students will learn about how and why boys are at greater risk to have problems with delinquency, violence, substance abuse and academic failure. This course offers students exposure and understanding of these as well as associated mediating factors. Student can expect to learn about specific developmental experiences of boys in individual, social and familial arenas. Additionally, students will gain information about gender specific factors that promote and protect healthy functioning during these years.

Credit Hours: 4

Required Texts or Suggested Materials:

Are available at: <http://eou.bncollege.com/>

Prerequisites: N/A

Learning Outcomes:

HWS 335 is designed to provide the student with an overview of the gender specific issues faced by adolescent boys in social, academic, psychological, and familial arenas. We will explore gender specific challenges and risks for boys during this phase of development. This course will address also factors that promote and protect healthy growth and coping in these years.

Upon completion of this course students will be able to

1. Accurately describe aspects of adolescent male development including gender specific developmental and physiological issues (such as puberty and brain development).
2. Articulate gender specific risk and protective factors of adolescent male development on an individual, social, and cultural level.
3. Analyze, using critical thinking, the interplay between features of male adolescent development and social influences like the media, legal and school systems and relationships.
4. Apply course material across a range of areas (media, experiences in daily living, socio-political events) to understand the potential implications for adolescent males.

Course Requirements:

The grade will be based on two written papers each worth 50 points, a final exam worth 100 points and class participation/discussion worth a total of 80 (8 points in each of 10 weeks).

Grading Policies:

Grading for the course will be based on a traditional 100 point scale wherein the accumulation of 90% of the possible points or better is an "A" 80% or better is a "B" and so on.

Keep in mind that the 100 point assignment final is expected to have sophistication and depth. Typically, the 100 point assignments have discussion/narratives that are 7-9 pages in length (with normal margins and 12 point Times New Roman font). You should always use and reference scholarly sources in your assignments. The 50 point Response Papers are not expected to be as detailed and in depth but should still reflect your learning from the assigned reading, critical thinking and application of the course material beyond that that might be produced by someone who has not had benefit of reading the course material. Use and cite scholarly sources in these assignments.

An important thing you can do to get started in this course is to be in touch with me about below. Your assignment is due before midnight Pacific Time on those days. *I will accept late work up to two days past the due date and deduct 10% for each day it is late, plan accordingly and put it into your calendar. Late work after this 'grace period' will not be accepted.*

If you find yourself in a bind, you should be in touch with me right away. Please do not wait until weeks later to let me know you have had a crisis, illness, or other critical event. Technological issues will not be considered a viable reason for the inability to submit work

Students should plan to complete this course in one term and, for students receiving financial aid, federal regulations mandate this. All students are expected to complete the course by the close of the first term barring extraordinary circumstances. Additional extension requests are discouraged. Participation is a significant portion of your grade and cannot be made up in an extension period. In the event that an extension is necessary, you should arrange this early with me and consult with your advisor first.

Means of Assessment:

Grades are formulated based on the successful completion of the written assignments outlined above.

All of the assignments (tests and participation) in this class are graded based on the:

1. accuracy and clarity of your discussion about course related information.
2. analysis and use of critical thinking to discuss the application of the material to the question posed.
3. writing and editing such that ideas are clear, well developed, backed up with course material and thorough responses to the question posed.

An "A" paper is one in which the student has thoughtfully chosen and clearly presented accurate

information. The information is successfully applied or 'argued' using exemplary critical thinking. The writing and editing is polished and error free and course related sources are used to demonstrate an informed perspective and properly referenced. All aspects of the question posed are meaningfully addressed.

A "B" paper is one in which the student has clearly presented accurate information. The information is applied logically and critical thinking about the subject is apparent. The writing and editing is solid and sources are utilized and properly referenced. All aspects of the question are adequately addressed.

A "C" paper is one in which the student has largely presented accurate information. The information is applied but the logic and critical thinking is limited and readings are not well represented. The writing and editing is merely acceptable. Many aspects of the question are addressed.

A "D" paper is one in which little or inaccurate course information has been included. The application of the material is minimal and the critical thinking superficial or absent. Writing and editing are inadequate and/or sources not used or referenced.

Objective #1: Accurately describe aspects of adolescent male development including gender specific developmental and physiological issues (such as puberty and brain development).

This objective will be met through completion of assigned reading in weeks 1 & 2. Students should receive at least 70% on written assignments wherein they describe how these aspects impact female development (Response Paper 1). In the class discussion, students should demonstrate an ability to describe aspects of male development and think critically in applying the material to case examples or other student/instructor posts.

Objective #2: Articulate gender specific risk and protective factors of adolescent male development on an individual, social, and cultural level.

This objective will be met through completion of assigned reading in weeks 3 through 9. Students should participate meaningfully about this topic in the class discussion and receive at least 70% on written assignments wherein these factors are discussed. In particular, the Response Papers call for students to focus specifically on this objective.

Objective #3: Analyze, using critical thinking, the interplay between features of male adolescent development and social influences like the media, legal and school systems and relationships.

This objective will be met through completion of assigned reading in weeks 3 through 9. Students should receive at least 70% on written assignments wherein these features and influences are discussed (Response Paper 2 and final exam). Students should also address this objective in the class discussion.

Objective #4: Apply course material across a range of areas (media, experiences in daily living, socio-political events) to understand the potential implications for adolescent males.

This objective will be met through completion of assigned reading in weeks 3 through 10. Students should receive at least 70% on written assignments wherein these areas and their own understanding of potential implications are discussed. In particular, the final exam calls for students to focus specifically on this objective. Class discussion will also focus on this area and students should participate meaningfully in this demonstrating understanding and critical thinking in application of the relevant ideas.

Participation- 80 points. 8 points possible in each of the 10 weeks.

2 points per meaningful post (4 post total per week).

Each week of class, I will look for you to post meaningfully 4 times total. These posts can be made on any day Monday-Sunday of the academic week. You must post meaningfully on two separate days each week. *One of these must be a response to my posted Weekly Discussion Question for the week and must be posted by Wednesday of each week by midnight.* You may opt to respond meaningfully the other three times to posts from fellow students or from me. I will be in the discussion participating as well but am not likely to respond to each post. I will grade your posts as pass/fail (either earning 2 points or none). You should consider posting more than four times each week to increase the chances that you will earn full points in case one or more of your posts does not meet the criteria outlined below.

I will post my prompts at the opening of each week of class (Monday).

Here are the things that I look for when I determine whether or not a post qualifies for credit.

- Develop your post either in response to a post from me or a fellow student or based on something you've read in our course reading.
- Be sure to include ideas/material that you develop (rather than reiterating something/someone else or quoting excessively) that stimulates discussion and adds to moving it along. I will read all of your posts and look for some originality between the posts. I will be unlikely to mark them for credit if you are too repetitive.
- Most successful (credit earning) participation posts are around 150 words.
- Personal experiences or 'case examples' always bring the material to life and I encourage you to use them when you'd like. However, I'm also keen on having you do more than simply describe the experience or case- apply the course material to it and/or demonstrate critical thinking about how this exemplifies what you've read or learned in the class so far.
- Meaningful/qualifying posts are those that are able to integrate course material or concepts and are accurate.
- We should be focused on the course topic in our discussions so as to stay on track! I will look for you to directly link your posts to course material and topics to help us stay on track.

- Considering finishing the post with a thought provoking question.
- Properly cite all sources of information.

Keep in mind that the participation requirements offer you a way to 1. demonstrate that you've read and understood the material well enough to think critically about it and apply it and 2. to contribute meaningfully to class discussion in a way that promotes additional thought and consideration of the course material and ideas.

Also, please use proper grammar and spelling. Edit them with some care. As this is an upper level course, it makes sense that we foster habits that lend to a professional presentation.

Brief Outline of Course:

Describe the nature of the course (lecture and lab, workshop format, etc.), any specific course content not detailed in the catalog description, and brief schedule.

Writing Center Statements:

For on-campus courses

The Writing Center provides a place — physical or virtual — where every EOU writer can find an interested, responsive reader. Writing tutorials are free of charge for EOU's undergraduate and graduate students who are writing for any course at any level, or who are writing resumes, job letters, graduate applications, and more. Go to eou.mywconline.com to schedule an appointment in the Writing Center (Loso Hall 234).

For online or on-site courses

The Writing Center provides a place — physical or virtual — where every EOU writer can find an interested, responsive reader. Writing tutorials are free of charge for EOU students writing for any undergraduate course. Go to [EOU's eTutoring page](#) to submit a paper to a writing tutor.

For graduate courses

The Writing Center provides a place — physical or virtual — where every EOU writer can find an interested, responsive reader. Writing tutorials are free of charge for EOU students writing for any graduate course. Go to [EOU's eTutoring page](#) to submit a paper to a writing tutor. Click on [Graduate Students How To](#) for information about tagging your submission.

Classroom Decorum:

Academic Misconduct Policy:

Eastern Oregon University places a high value upon the integrity of its student scholars. Any student found responsible for an act of academic misconduct (including but not limited to cheating, unauthorized collaboration, fabrication, facilitation, plagiarism or tampering) may be subject to having his or her grade reduced in the course in question, being placed on probation or suspended from the University, or a combination of these. (Please see the Student Handbook online at <http://www.eou.edu/sse/student-handbook/>).

Accommodations/Students with Disabilities policy:

Any student who feels he or she may need an accommodation for any type of disability, must contact the Disability Services Office in Loso Hall, Room 234. Phone: 541-962-3081.

Disclaimer:

This standard syllabus provides only general information on the course. For those enrolled in the course a detailed syllabus will be provided by the Instructor at the beginning of the term. Please keep in mind that not all courses are offered every year. Consult Webster for scheduling information.

Date: 2018