

CALIFORNIA STATE UNIVERSITY, FULLERTON
College of Education
Department of Secondary Education
EDSC – Adolescent Development
Spring 2022

Location: CP120

Day and Time: Thursday 10am to 12:45pm or Zoom: <https://fullerton.zoom.us/j/83212992376>

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Technical support: (657) 278-8888

StudentITHelpDesk@fullerton.edu

<http://www.fullerton.edu/it/students/helpdesk/index.php>

Chat with IT: Log into: <http://my.fullerton.edu/> and Click *Online IT Help* Click on *Live Chat*

EDUCATION UNIT CONCEPTUAL FRAMEWORK



Mission

The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.

Conceptual Framework Outcomes

The theme “Reach. Teach. Impact.” is the foundation of the COE’s conceptual framework for program-specific learning outcomes that guide the operation of all initial and advanced programs in the college. These outcomes provide benchmarks to ensure that our candidates exit their programs as just, equitable and inclusive educators and leaders who possess the knowledge, skills, and dispositions to:

REACH the intersecting social identities of all learners through the critical examination of implicit and explicit biases and privileges in order to provide fair, respectful, non-discriminatory, equitable, inclusive, and humanizing learning environments.

TEACH through an anti-racist lens using culturally and linguistically relevant strategies, including educational technologies and community engagement, to provide equitable opportunities and supports necessary for all learners to attain high-quality outcomes

IMPACT schools and communities through a commitment to dismantling systems of oppression by supporting students, teachers, and leaders as citizens in a highly diverse, global, interconnected, and digital world.

Table 1: Education Unit Conceptual Framework

President’s Directive & Health and Safety Guidelines

Cal State Fullerton (CSUF) is actively working to maintain the safety of our campus community in response to COVID-19. To stay current with information, please visit CSUF’s Titan’s Return: COVID Recovery [website](#). Please review the FAQs to help answer any of your questions. Below are requirements to review prior to our first-class session.

Updated September 17, 2021

- Read President's Directive No. 22 – COVID 19: Mitigation Measures and Guidelines, which outlines mitigation measures you are required to take, including use of face coverings, re-entry and surveillance testing, physical distancing/barrier requirements, case reporting, and other measures. Please read [President's Directive No. 22](#).
- Review the Titans Return: COVID-19 Recovery website. There are important messages regarding the vaccine requirement, surveillance and testing information, as well as campus updates and messages from the Dean of Students Office that are important to review.

In addition, CSUF requests that students who tests positive for COVID-19 or become aware that they may have been in close contact with someone who either has tested positive for or is suspected to have COVID- 19 report the positive result or exposure using the CSUF COVID-19 Self-Reporting Form. CSUF's Infectious Diseases Response Team reviews and verifies COVID-19 confirmed cases and responds to concerns from the campus community on COVID-19. Click [here](#) to report COVID-19 cases or exposure.

Prior to arriving on campus and before entering class, you should conduct a [personal health screening](#) and self-monitor for fever, cough, shortness of breath, or other symptoms of respiratory illness. If you are experiencing any of these symptoms, you should stay home and notify me of your absence. I will work with you to address any COVID-19 related impacts to your participation in and completion of this course.

Before entering the classroom, you should wash/sanitize your hands and have your face covering on. While in class, you are required to:

- Sit in your designated seat;
- Wear your facial covering that covers both the nose and mouth (e.g., masks or face shields);
- Always cough or sneeze into your elbow or tissue;
- Use the materials provided to clean your desk and chair before and after use, and;
- Adhere to other health and safety protocols and directives for your specific classroom, lab, studio, and campus.

Students who do not follow these health and safety requirements may be reminded of the need to adhere to those measures. Failure to comply may constitute a violation of campus policy and may result in a referral the Office of Student Conduct. Thank you for your cooperation and assisting in the University's efforts to keep our community safe.

COLLEGE OF EDUCATION STRATEGIC GOALS

In pursuit of the ideals of our mission, vision and core values, the College of Education (COE) develops a strategic plan every 5 years

(<http://ed.fullerton.edu/about-the-college/strategic-plan.php>). Through a comprehensive planning process that involved faculty, staff, alumni, students and community representatives, beginning fall 2018, the College of Education will begin implementation of major initiatives related to the plan's three major goals:

- Just, Equitable and Inclusive Education (JEIE)
- Technology
- Community Engagement

JEIE Resources:

<http://ed.fullerton.edu/community/just-equitable-and-inclusive-education-resources.php>

PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit's conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions found in the [Assessment and Accreditation section of the COE website](#).

COURSE DESCRIPTION

The physical, social, and cultural development of human adolescents and youth. This course meets upper division requirements in university General Education.

COURSE PREREQUISITES/COREQUISITES

None

COURSE OBJECTIVES

Upon completion of this course, the students will:

1. Identify characteristics of adolescent biological, cognitive, and social development.
2. Reflect on their development as an adolescent.
3. Describe four contexts of adolescent development, including families, peer groups, schools, and work.
4. Define areas of psychosocial development of adolescence, including identity, autonomy, achievement, intimacy, and sexuality.
5. Identify risky behaviors and signs of psychosocial problems in adolescence.
6. Identify resources and interventions for supporting healthy behaviors in adolescents.
7. Analyze and synthesize understandings about adolescent development in a multimedia presentation.

DEPARTMENT OF SECONDARY EDUCATION MISSION

The Mission of the Department of Secondary Education is to develop quality secondary school teachers. We are committed to providing a program that reflects the complex contexts of the secondary classroom and models a professional community where learning is interactive and dynamic. Our philosophy is to prepare educational leaders through a course of study which bases practice upon knowledge of current research in curriculum and instruction. We develop students as life-long learners, reflective practitioners, and change agents who positively influence decision-making in schools and communities to improve the education of adolescents.

ISTE /INTERNATIONAL COUNCIL FOR EXCEPTIONAL CHILDREN STANDARDS

Our programs are informed by ISTE and/or International Council for Exceptional Children Standards. More information on these standards can be found at <http://www.iste.org/> and <http://www.cec.sped.org/>

REQUIRED TEXTS

1. Steinberg, L. 10-12 editions are acceptable. *Adolescence*. New York: McGraw Hill.

Updated January 23rd, 2022

2. Additional readings will be posted in Canvas

IMPORTANT UNIVERSITY INFORMATION

Cal State Fullerton supports your learning in many ways. Please see the [University's webpage on Student Information](#) regarding students with special needs and Disability Support Services; resources on academic dishonesty and emergency preparedness; University library support, and the final exam schedule.

RELIGIOUS HOLIDAYS

The College of Education is committed to a Just, Equitable, and Inclusive Education for all. As part of that commitment, the College acknowledges that observance of spiritual, religious, and/or cultural holidays are an essential reflection of diversity and inclusion. The College recognizes that when students are observing spiritual, religious, and/or cultural holidays, they may be unable to attend classes, take exams, work on assignments, and/or complete other class requirements. If students notify their faculty by the end of the second week of classes (or at least one week before any holiday) of spiritual, religious, and/or cultural holidays that conflict with assignments, exams, or other class requirements listed on the syllabus, they will be provided with an opportunity to make up missed class requirements. The instructor will provide accommodation details regarding adjusted due dates and any other details the student may need to make up missed course requirements. It is the students' responsibility to abide by these accommodations. No adverse or prejudicial effects will impact students' grades when alternate due dates or alternate assignments are provided. Students' grades will not be negatively impacted due to absences in observance of spiritual, religious or cultural holidays.

VETERAN & MILITARY SERVICES STATEMENT:

Veterans and military personnel with special circumstances (e.g., upcoming deployments, drill requirements, VA appointments, or specific accommodations/needs) are welcome and encouraged to communicate these (in advance, if possible) to the instructor. In addition, California State University Fullerton's Veterans Resource Center (VRC) is committed to serving the needs of veterans, service members and their families during their transition from military experience to student life. Student veterans, service members, or military families who need support or assistance while attending CSU Fullerton may refer to the VRC website at <http://www.fullerton.edu/veterans>; call 657-278-8660/2373; e-mail veterans@fullerton.edu; or stop by Gordon Hall, Room 244.

RESPONSE TIME

Please email me directly with any questions about the course. You can expect a response within 24-48 hours (except weekends).

COURSE COMMUNICATION

All course announcements and individual email are sent through Canvas, which only uses CSUF email accounts. Therefore, you **MUST** check your CSUF email on a regular basis (several times a week) for the duration of the course.

GRADING POLICY AND GRADING STANDARDS FOR THE COURSE

This course is letter grade only, A, B, C, D, F. +/- grading will not be used.

There are 350 possible points. The grade breakdown is as follows:

315-350 = A

280-314 = B

245-279 = C

210-244 = D

209 and below = F

ATTENDANCE POLICY

Student presence in class is essential for successful completion of this course. Student presence will be demonstrated through timely completion of discussion forum posts, in person discussions and assignments, and online activities. Students who do not complete class discussion posts or online activities during the weeks they are assigned will receive no credit for the incomplete posts/activities.

LATE ASSIGNMENTS

All work is due by the assigned date. Late work is not accepted. Please contact me if you have any personal necessity and health concerns.

SYNCHRONOUS/ASYNCHRONOUS/HYBRID INSTRUCTION

We will meet in class in CP120.

EXTRA CREDIT OPTIONS

None

ASSIGNMENT DESCRIPTIONS

Each assignment will address one of the 3 areas of ELD Common Core Standards.

The descriptors for early and exit stages of each proficiency level are detailed below as well as identified in each assignment:

Three Modes of Communication – Interacting in Meaningful Ways

- 1) **Collaborative** - engagement in dialogue with others
 - Exchanging information/ideas via oral communication and conversations
 - Interacting via written English (print and multimedia)
 - Offering opinions and negotiating with/persuading others
 - Adapting language choices to various contexts
- 2) **Interpretive** - comprehension and analysis of written and spoken texts
 - Listening actively and asking/answering questions about what was heard
 - Reading closely and explaining interpretations/ideas from reading
 - Evaluating how well writers and speakers use language to present or support ideas
 - Analyzing how writers use vocabulary and other language resources
- 3) **Productive** - creation of oral presentations and written texts
 - Expressing information and ideas in oral presentations
 - Composing/writing literary and informational texts
 - Supporting opinions or justifying arguments and evaluating others' opinions or arguments

- Selecting and applying varied and precise vocabulary and other language resources

Description and Rubric for Reader Responses (Interpretive)

Reader Responses are written responses to assigned course readings and/or viewing of videos.

They are scored on a scale of 10 points and at least five categories must be addressed to earn full credit.

Criteria

Includes the Basics

Extends Understanding

Evaluates and Assesses

Applies Theory to Experience

Examines Artistry

Situates Within Context

Analyzes and Synthesizes

Summarizes Overall Reaction

Acceptable Qualities

Identifies chapter number and the main thesis of the chapter.

Extends understanding of theory. Use quotes as examples of how the writer agrees with and supports or disagrees and discredits what the author believes is known about the world, about right and wrong, and about what it means to be human.

Identifies what was learned, and how views and opinions were challenged or changed by this text, if at all. Gives examples of how views may have changed or been strengthened (or perhaps, of why the text failed to convince). Use quotes to illustrate points of challenge, or where writer was persuaded, offended, bored, or engaged.

Extends understanding of readers through application of theory to personal experience. Explores how text relates to personal experience and life (past, present, or future).

Discusses whether writer text was enjoyed as entertainment or as work of art. Uses quotes or examples to illustrate the quality of the text as art or entertainment.

Relates text to things that writer cares about and considers important to the world, society, family, community, ethnic group, economic or social class or background, or faith tradition. Use quotes to illustrate.

Synthesizes multiple theories or analyzes set of theories or concepts. Challenges text by identification of gaps or fragmentation in literature.

Summarizes overall reaction to the text. Might explain whether writer would read something else on this topic, or by this author, in the future or not.

Webliography-Adolescent Health and Safety (Productive)

The Webliography consists of a total of 15 web-based resources and ideas for supporting adolescents.

- Five (5) sites should relate to adolescents' health and safety.
- Five (5) sites should relate to resources in the school and community for at-risk students/families.
- Five (5) sites should relate to resources which address resources that address social media/cyberbullying.

Each idea/resource must be web-based and presented in the following format (please consider both content and form of example) in complete sentences.

Expectation:

1. (a) Summary of a health/safety fact and recommendation to students regarding health and/or safety.

(b) *Title of Site*

(c) URL (live)

(d) 100 word (about 8 lines in 12-font) description of site content and resources.

Example:

1. (a) Most contraceptives don't guard against HIV and other STDs; only condoms do - the male or female variety. For protection against STDs, including HIV, a new one is needed each and every time you have intercourse, even when using another form of birth control.

(b) *It's Your Sex Life: The Guide to Safe and Responsible Sex*

(c) www.itsyoursexlife.com/

(d) The primary goal of the "It's Your (Sex) Life" website is to provide reliable, objective sexual health information to young adults. Sponsored by the Kaiser Family Foundation, this site provides information on contraceptives, unwanted pregnancies, condoms, and birth control options. It provides some tips on communicating with a sexual partner, including some scenarios to read and think about. The site is user friendly and in language teens can understand. It also has links to Emergency Questions (Afraid you might be pregnant?), a Parent Section, and a Quiz that teens can take. The site also has a nice link to <http://www.talkingwithkids.org/>, a site for parents.

For full credit, each resource must have:

- Recommendation regarding health and/or safety in complete sentence.
- Title of Site and Live URL (meaning that it is a working hyperlink—if you copy and paste the URL and the add a space at the end, the link should change color and become live)
- 100 word (about 8 lines in 12-font) explanation of what site provides.
- Additional points may be subtracted for spelling, grammar, or formatting errors.

Article Review/Reflection (Productive)

After reading the articles, discuss 3 major points from each article and what you learned from reading them. This needs to be a page in length and refer to points made by the authors in the article. This is not an opinion piece, you need to cite information from the article, but you can make parallels to your own experiences either as an adolescent or in your dealing with your own adolescents. However, you must remember to refer to what was stated in the article when you write up your assignment.

Breakfast Club (Interpretive)

Choose "ONE" character from the movie and discuss the biological, social and cognitive developmental stage of the character you chose. Use specific examples of the character's behavior from the movie AND Steinberg's definitions and descriptions from the text to support

your statements.

Remember, this exercise should be about one page in length, but remember, your responses must be thorough or you will not receive full credit.

Discussion Forum (Collaborative)

After reading the chapter and viewing the Publisher's Presentation, students respond to a given prompt.

Quick write (Interpretive)

Based on readings and or viewing a video, students will respond to a given prompt.

Final Project Description (Productive)

In this assignment, you are asked to present the psychological development of a fictional adolescent. You must select one context (Part II of the text: family, peers, school, or work, leisure and the mass media) and two areas of psychosocial development (Part III of the text: Identity, Autonomy, Intimacy, Sexuality, Achievement, Psychosocial Problems, Achievement), or vice versa and discuss the development of the character in the context of what we know about adolescent development in these domains. You will then create a multimedia project of your analysis.

Grades Breakdown

Assignment Descriptions	Details	Points	Weight(%)
Article Review/Reflection/ Breakfast club analysis	4 submissions, 10 points each	40	11%
Quick Writes	3 submissions, 10 points each	30	9%
Reader's Response	3 submissions, 10 points each	30	9%
Webliography	1 submission, 30 points	30	9%
Discussions	2 submissions, 10 points each	20	6%
Midterm	1 assessment, 100 points	100	28%
Final Project	1 submission, 100 points 1 oral presentation, 25 points	100	28%
Total		350	100%

ALTERNATIVE PROCEDURE FOR SUBMITTING WORK

In case of technical difficulties with Canvas, the instructor will communicate with students directly through CSUF email, and assignments can be sent through email, faxed or mailed to the Department of Secondary Education. In the case email doesn't work, students should call the department coordinator at 657-278-3107.

POLICY ON RETENTION OF STUDENT WORK

Student work submitted for this course shall be retained by the University or its academic employees for a reasonable time after the semester is completed.

AUTHENTICATION OF STUDENT WORK

Authentication of student work is important where assignments are completed in person as well as online. This is accomplished by requiring multiple measures of student performance, including discussion board postings, individual email conversations, the use of Turnitin, and the multiple assignments you are required to complete. Additionally, because assignments are aligned to your teaching, they allow you to create practical and unique resources for your personal use as a classroom teacher.

TECHNICAL REQUIREMENTS

Students are expected to

1. Have basic computer competency which includes:
 - a. the ability to use a personal computer to locate, create, move, copy, delete, name, rename, and save files and folders on hard drives, secondary storage devices such as USB drives, and cloud such as Google Drive (Titan Aps) and Dropbox;
 - b. the ability to use a word processing program to create, edit, format, store, retrieve, and print documents;
 - c. the ability to use their CSUF email accounts to receive, create, edit, print, save, and send an e-mail message with and without an attached file; and
 - d. the ability to use an Internet browser such as Chrome, Safari, Firefox, or Internet Explorer to search and access web sites in the World Wide Web.
2. Have ongoing reliable access to a computer with Internet connectivity for regular course assignments
3. Utilize Microsoft® Office 2013 (for P.C.) or 2011 (for Mac) including Word, PowerPoint, and Excel to learn content and communicate with colleagues and faculty; have the ability to regularly print assignments
4. Maintain and access three times weekly their CSUF student email account
5. Use Internet search and retrieval skills to complete assignment
6. Apply his/her educational technology skills to complete expected competencies
7. Utilize other software applications as course requirements dictate
8. Utilize Canvas to access course materials and complete assignments

Software for Students (recommended)

Did you know you can get FREE and low-cost software for being an active CSUF student? Software downloads and request forms can be found on the [CSUF Student Software website](#).

NETIQUETTE REQUIREMENTS

Each student is expected to conduct themselves in a professional manner during the class - taking full advantage of the learning opportunities available. This includes completing all online discussions and assignments, adhering to proper netiquette, and so on. Netiquette refers to a set of behaviors that are appropriate for online activity - especially with email and threaded discussions. The core rules of netiquette can be found at the [Netiquette website](#). Please read through these netiquette rules to ensure that you are familiar with what will be the expected online behavior for this course.

Canvas

As a registered student you are enrolled in Canvas. You may access Canvas for all your classes by clicking on your student portal, found on the CSUF website. Problems? Contact the student help desk at (657) 278-8888 or email StudentITHelpDesk@fullerton.edu. Check Canvas weekly, the night before class, for any pertinent or last minute, updated information.

TENTATIVE COURSE CALENDAR (Changes are highlighted in yellow)

Module Dates	Topic	Readings	Assignments
Module 1 Jan 24 – Feb 13 (3 weeks)	Part 1: Transitions of Adolescence Biological Transitions Cognitive Transitions Social Transitions	Chapter 1 Chapter 2 Chapter 3	Quick Write (10) Article Review/Reflection (10) Reader's Response (10)
Module 2 Feb 14-Mar 13 (4 weeks)	Part 2: Contexts of Adolescence Families Peer groups Schools Work	Chapter 4 Chapter 5 Chapter 6 Chapter 7	Quick Write (10) Discussion (10) Article Review/Reflection (10) Reader's Response (10)
Module 3 Mar 14-Mar 27 (2 weeks)	Part 3: Psychosocial Development of Adolescence Identity Autonomy Achievement	Chapter 8 Chapter 9 Chapter 12	Quick Write (10) Breakfast Club (10)
Mar 28-Apr 3	SPRING BREAK		
Module 4 Apr 4-Apr 10 (1 week)			Midterm (100) online
Module 5 Apr 11- May 8 (4 weeks)	Part 3: Psychosocial Development of Adolescence Intimacy Sexuality Psychosocial Problems	Chapter 10 Chapter 11 Chapter 13	Article Review/Reflection (10) Discussion (10) Webliography Group Project (30) Reader's Response (10)
Module 6 May 9-May 20 (2 weeks)	Consider your understanding of adolescence	Final Project	Final Project - Oral presentation (25 points) in class and online submission of final multimedia presentation (75 points) Final Project (100) Finals week of May 16th is online

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Classroom Emergency Preparedness Guide

Information provided by the University Police Emergency Management Coordinator

Emergency Preparedness for: [EDSC 320](#)

On the first day of every semester:

- Know the emergency exits and evacuation areas for every classroom.
- Devise "buddy systems" so that everyone is accounted for in an evacuation.
- Evaluate the challenges that you might face during an evacuation and speak with your instructor.
- Add the CSUF Emergency Information number – **877-278-1712** – to your cell phone to hear recorded information regarding campus conditions or closure.
- [Personal Preparation website](#)

Emergency Communication

Campus emergency communication is done via a voice message, text and/or an email. Go to your Portal to review your contact information. [A guide to update your personal information](#)

Evacuations – Drills or real

- You may not know if this is a drill or not, so take every call to evacuate seriously.
- Take your personal belongings and immediately leave the building.
- Know where the evacuation area is for every building. [A map of all campus evacuation areas](#)
- Re-enter buildings only when directed by Building Marshals or other campus authority.
- Leave the campus only if instructed.

For this class, the closest 2 exits are: [to the right \(closest\) and left \(a bit further\) into the parking lot](#)

We will meet at: [CP120](#)

Earthquake

As soon as you feel shaking, **DROP, COVER and HOLD ON:** Immediately seek shelter (under a desk or table) cover your head and hold on. Evacuate if directed, or you feel it is safe to do so.

Fire

- When you see smoke or fire, immediately evacuate the building.
- If not already activated, pull the fire alarm switch to alert others of the situation.
- Use a fire extinguisher only if you know how to use it and the fire is small.

Shelter in Place or Dangerous Situation

- If directed, or you feel it is best to do so, seek shelter in a room with a lock.
- Turn off the lights and silence all cell phones.
- Hide as best as possible until the all clear signal has been given by authorities.
- If possible, move away from the dangerous situation as fast as you can.
- If you cannot safely hide or escape, be prepared to take action to protect yourself.
- See [some helpful videos on sheltering in place](#)

When you need help Immediately or to report a dangerous situation, CALL 911.

University Police non-emergency line: (657) 278-2515

For more information

Ask your instructor, or go to [Campus Preparedness website](#)