

**EDUCATION 62  
ADOLESCENT DEVELOPMENT AND EDUCATION**

**FALL 2016**

**General Information**

Class Meeting Times: (10) MWF 10.10–11.15am  
X-hour: Thu 12.15–1.05pm  
Class Meeting Location: Carson 61  
Office Hours: Mon & Wed 3:30–5:00pm  
Office: Raven 210

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**Course Description**

Adolescence is a period of dramatic physical, cognitive, and psychosocial growth that provides both opportunities and risks for healthy development and educational attainment. This course will explore how physical maturation and brain development during adolescence transform an individual's self-identity, relationships with others, thinking and moral judgments. Since school is a central experience in most adolescents' lives, we will examine its crucial role in adolescent development, and also the influence of parents, peers, and society.

**Course Goals**

Upon completion of this course, you will be able to: (i) understand the various aspects of development that occur during the transition from childhood into adulthood and the factors that influence them, (ii) read and analyse scientific journal articles, (iii) integrate and think critically about important research related to the course topics, and (iv) recognise the importance of the school setting for adolescents, and discuss possible implications for educational practice and policy.

**Required Readings**

All the readings for this course are articles from scientific journals, and the PDFs have been posted on Canvas via electronic reserves.

**Class Format**

Class meetings will include lectures, videos, discussions, debates, and quizzes. You are expected to be present. You will be responsible for all class material. X-periods will sometimes be used during this course, so please ensure you are available during those times. Your performance will be evaluated by 8 short quizzes, a debate + term paper, a (cumulative) final exam, and your participation in class.

**Methods of Assessment**

**1. Participation (15%)**

There is ample evidence that active participation during the learning process leads to better retention than passive, receptive learning. To promote active learning and an enjoyable, interactive classroom environment, class participation is encouraged and the quality of your comments, questions, and responses will count towards your participation grade in the course. To help you prepare to participate in class, you will be expected to (i)

complete the readings *before* each day of class, and (ii) post at least 1 comment on Canvas about each reading/paper by 9am the day of class. Comments can include questions, critiques of the methodology or logic of the authors, suggestions about follow-up research, and how the findings relate to your own adolescent experience.

## 2. Debate + Term Paper (8 + 15% = 23%)

To give students the opportunity to take the initiative/ownership over their own learning, this course will feature 3 debates (spaced out during the term; see course schedule). The class will be divided into teams of 3-4 students, and teams will be assigned a specific debate motion (one team will argue for the motion, and one team will argue against). Each team is responsible for doing research on the given topic and, as a group, decide on the best support for the assigned position based on the available evidence and logic.

The teams will divide up aspects of their argument among members, such that each team member (except one) will make an opening statement reflecting a different aspect of the team's overall argument. After the opening statements from both teams, the audience will get to ask questions directed at one/both teams. Finally, the team member that did not make an opening statement will make a closing statement summarising his/her team's position and incorporating points that were raised during the debate.

On the Monday before the debate, each team will send me 1 reading (scientific journal article) that they think best encapsulates their argument, and the reading will be disseminated to the class. **Each team will meet with me during the X-hour prior to the debate to outline their arguments and get my feedback. At this time, a draft position paper is due from each team member that summarises your team's position and highlights your unique contribution to the team's literature research. The draft can be in an outline/bullet-point format, but must contain at least 4 relevant scientific references (at least one of which must be unique / not used by other team members).**

The final version of the position paper should be ~ 6 pages in length (double-spaced, excluding references), and is **due exactly 1 week following the debate (at the start of class)**. It should incorporate the key points from the debate and have no fewer than 6 references. The final paper should be completed *individually* (i.e., not group work).

## 3. Weekly quizzes (35%; each quiz worth 5%)

Research has shown that having many short study sessions (*distributed practice*) leads to better learning than few long study sessions (*massed practice*; AKA cramming). Moreover, information acquired through distributed learning persists for a long time, whereas information acquired through massed learning tends to be forgotten rapidly. To promote distributed learning, there will be a short quiz (~ 8min) once a week at the *start* of class (see course schedule for actual dates). Each quiz will consist of 8 multiple-choice, short-answer, or true/false questions covering information presented since the last quiz.

There will be a total of 8 quizzes. Your best 7 scores will be counted towards your final grade. **There will be no makeup quizzes.** If you miss a quiz, your score will be 0 for that quiz.

## 4. Final Exam (25%)

Because weekly quizzes cannot address all the content of the course and do not permit more thoughtful, essay responses, there will be a written final exam. The exam will consist of short essay questions. The final exam will be on November 14 (Monday) in class.

The final exam will be cumulative (i.e., covers material from the entire course). Please mark your calendars now to ensure that you are able to take the exam as scheduled.

### **5. Research participation (2%)**

The goal of this assignment is to provide you with a firsthand perspective of participating in a research study. Volunteer to participate in one or more research studies conducted by any research lab in the Education Department, totalling two hours of participation (e.g., one 2-hour study or two 1-hour studies). Specific instructions on how to sign up for a research study are posted on Canvas. To get credit, you must hand in a signed EDUC62 Participant Confirmation Form (one signed copy for each study in which you participate) to me in class on or before the last day of class (November 14). A copy of the form is posted on Canvas.

If you are unable to participate or uninterested in participating in a research study, you may write two 1-page critiques of the methods employed in two published research articles. First, locate two empirical articles that were not assigned for this course. Then, for each study, you will write approximately half a page (double-spaced, 12pt font) describing aspects of the study procedure that you think the researchers could improve upon without sacrificing the scientific integrity of the study. Be sure to explain why this change is relevant to the authors' conclusions and/or to how the authors expect the results will generalise to other individuals or other situations that were not directly tested. Lastly, on the remainder of the page, briefly describe a research question that builds on the current study but that is not fully addressed by the current study. In other words, given the results of the current study, what is the next question you would like the researchers to address? Briefly outline the new methods that the researchers could use to address this question. Hand in your critique to me in class on or before the last day of class (November 14). Attach a copy of the first page of the empirical article (including the abstract).

You are welcome to combine these two options (i.e., participate in one 1-hr study and write a critique of one published study).

### **Style and Format of Papers**

Please use 12-point Times New Roman font, double-spacing, and print margins that are 1-inch on all sides (this is not the default in *Microsoft Word*, so make sure to change the settings). Also, please number all your pages and staple them together before turning the paper in. For citations in your papers, you must adhere to APA style (refer to the APA Publication Manual or online guides, e.g., <http://owl.english.purdue.edu/owl/resource/560/01/>). Papers will be graded on content and style, so please proofread carefully.

### **Late Policy**

Papers that are submitted after the deadline (start of class on the due date) will have 1 point deducted from the score for each day that it is late (e.g., if the paper earns 12 points, you will end up with 11 points if you submit it on the due date but after the start of class).

### **Special Accommodations**

#### **1. Students with disabilities**

Students with disabilities enrolled in this course and who may need disability-related accommodations are encouraged to see me privately as early as possible in the term. Students requiring disability-related accommodations must register with the Student

Accessibility Services (SAS) office. Once SAS has authorized accommodations, students must show the originally signed SAS Services and Consent Form and/or a letter on SAS letterhead to me. As a first step, if students have questions about whether they qualify to receive accommodations, they should contact the SAS office. All inquiries and discussions about accommodations will remain confidential.

## **2. Religious observances**

Some students may wish to take part in religious observances that occur during this academic term. Should you have a religious observance that conflicts with your participation in the course, please meet with me before the end of the second week of the term to discuss appropriate accommodations.

### **Academic Honour Principle**

You are expected to familiarise yourself with and uphold all aspects of the Academic Honour Principle. See <http://www.dartmouth.edu/judicialaffairs/honor/students.html> for the official statement. You may not receive or provide assistance on any quiz or exam. Anything turned in with your name on it must be solely your own work, and submitted only for this class. Plagiarism is the submission or presentation of work, in any form, that is not your own, without acknowledgment of the source. You must cite all sources according to the formal APA guidelines. **I take the Academic Honour Principle seriously and expect you to do the same.**

### **Final Note on How to Excel in this Course**

I want you to do well in this class. Therefore, there are multiple chances for assessment. Please use these opportunities as an incentive to keep up with the class material. Once you have completed reading this syllabus carefully, please email me a picture of your favourite animal.

You are encouraged to engage in active reading of the assigned articles. The purpose of the lectures is to explain, demonstrate, and amplify the core content. There will be some overlap between the readings and the lectures, but there will be a substantial amount of material that is unique to each. Your understanding of each lecture will be best if you have done the assigned readings before each class. Also, come to class ready to discuss the readings, so that your classmates and I can gain from your insights. If you find yourself not understanding the assigned readings and lectures, please set up an appointment with me or drop by during my office hours.

## COURSE SCHEDULE

Note: Readings are to be completed by the indicated class date. The schedule is subject to change. All articles are available through Canvas.

WEEK	DATE	TOPIC	READING / ASSIGNMENT
1	Sep 12	Introduction	Course Syllabus
	Sep 14	What is adolescence?	1. Richter, L. M. (2006). Studying adolescence. <i>Science</i> , 312, 1902–1905. 2. Arnett, J. J. (2007). Suffering, selfish, slackers? Myths and reality about emerging adults. <i>Journal of Youth and Adolescence</i> , 36, 23–29.
	Sep 15	X-period	Primer on research methods & how to read a scientific journal article
	Sep 16	Physical growth & health-related behaviors	1. Markey, C. N. (2010). Why body image is important to adolescent development. <i>Journal of Youth and Adolescence</i> , 39, 1387–1391. 2. Roberts, R. E., Roberts, C. R., & Duong, H. T. (2009). Sleepless in adolescence: prospective data on sleep deprivation, health and functioning. <i>Journal of Adolescence</i> , 32, 1045–1057.
2	Sep 19	<u>Cognitive Development</u> Brain development in adolescence	(Quiz #1) 1. Lenroot, R. K., & Giedd, J. N. (2006). Brain development in children and adolescents: Insights from anatomical magnetic resonance imaging. <i>Neuroscience and Biobehavioral Reviews</i> , 30, 718–729. 2. Steinberg, L. (2005). Cognitive and affective development in adolescence. <i>Trends in Cognitive Sciences</i> , 9, 69–74.
	Sep 21	How adolescents think	1. Alberts, A., Elkind, D., & Ginsberg, S. (2007). The personal fable and risk-taking in early adolescence. <i>Journal of Youth and Adolescence</i> , 36, 71–76. 2. Kuhn, D. (2006). Do cognitive changes accompany developments in the adolescent brain? <i>Perspectives on Psychological Science</i> , 1, 59–67.
	Sep 22	X-period	--
	Sep 23	Executive functioning	1. Ramsden, S., Richardson, F. M., Josse, G., Thomas, M. S., Ellis, C., Shakeshaft, C., ... & Price, C. J. (2011). Verbal and non-verbal intelligence changes in the teenage brain. <i>Nature</i> , 479, 113–116. 2. Crone, E. A. (2009). Executive functions in adolescence: inferences from brain and behavior. <i>Developmental Science</i> , 12, 825–830.
3	Sep 26	<u>Moral Development</u> Moral reasoning	(Quiz #2) 1. Nucci, L., & Turiel, E. (2009). Capturing the complexity of moral development and education. <i>Mind, Brain, and Education</i> , 3, 151–159. 2. McCabe, D. L., Treviño, L. K., & Butterfield, K. D. (2001). Cheating in academic institutions: A decade of research. <i>Ethics &amp; Behavior</i> , 11, 219–232.
	Sep 28	Familial and extrafamilial influences on morality	1. Smith, C. (2003). Theorizing religious effects among American adolescents. <i>Journal for the Scientific Study of Religion</i> , 42, 17–30. 2. Collins, R. L., Elliott, M. N., Berry, S. H., Kanouse, D. E., Kunkel, D., Hunter, S. B., & Miu, A. (2004). Watching sex on television predicts adolescent initiation of sexual behavior. <i>Pediatrics</i> , 114,

			e280–e289.
	Sep 29	X-period	(Pre-debate meeting for Debate 1 team members)
	Sep 30	Debate 1	Should minors (under the age of 18 years) who commit serious crimes be tried and convicted as adults? (Readings TBA)
4	Oct 3	<u>Identity Development</u> The Self	(Quiz #3) 1. Baumeister, R. F., Campbell, J. D., Krueger, J. I., & Vohs, K. D. (2005). Exploding the self-esteem myth. <i>Scientific American</i> , 292, 84–92. 2. Marsh, H. W., & O'Mara, A. (2008). Reciprocal effects between academic self-concept, self-esteem, achievement, and attainment over seven adolescent years: Unidimensional and multidimensional perspectives of self-concept. <i>Personality and Social Psychology Bulletin</i> , 34, 542–552.
	Oct 5	Ethnicity and culture	1. Supple, A. J., Ghazarian, S. R., Frabutt, J. M., Plunkett, S. W., & Sands, T. (2006). Contextual influences on Latino adolescent ethnic identity and academic outcomes. <i>Child Development</i> , 77, 1427-1433. 2. Jensen, L. A., & Arnett, J. J. (2012). Going global: New pathways for adolescents and emerging adults in a changing world. <i>Journal of Social Issues</i> , 68, 473–492. 3. Case study: The hatred within
	Oct 6	X-period	--
	Oct 7	Gender	(Debate 1 paper due) 1. Young, R., & Sweeting, H. (2004). Adolescent bullying, relationships, psychological well-being, and gender-atypical behavior: A gender diagnosticity approach. <i>Sex Roles</i> , 50, 525–537. 2. Kahn, J. S., Brett, B. L., & Holmes, J. R. (2011). Concerns with Men's Academic Motivation in Higher Education: An Exploratory Investigation of the Role of Masculinity. <i>Journal of Men's Studies</i> , 19, 65–82.
5	Oct 10	<u>Sexuality Attitudes and Behaviour</u>	(Quiz #4) 1. Tolman, D. L., & McClelland, S. I. (2011). Normative sexuality development in adolescence: A decade in review, 2000–2009. <i>Journal of Research on Adolescence</i> , 21, 242–255. 2. Steinberg, L. (2015). How to improve the health of American adolescents. <i>Perspectives on Psychological Science</i> , 10(6), 711–715. 3. Bryan, A. D., Gillman, A. S., & Hansen, N. S. (2016). Changing the Context Is Important and Necessary, but Not Sufficient, for Reducing Adolescent Risky Sexual Behavior A Reply to Steinberg (2015). <i>Perspectives on Psychological Science</i> , 11(4), 535–538.
	Oct 12	Sexual orientation	1. Savin-Williams, R. C. (2006). Who's gay? Does it matter? <i>Current Directions in Psychological Science</i> , 15, 40–44. 2. Needham, B. L., & Austin, E. L. (2010). Sexual orientation, parental support, and health during the transition to young adulthood. <i>Journal of Youth and Adolescence</i> , 39, 1189–1198. 3. Case study: Holding my breath
	Oct 13	X-period	--
	Oct 14	Sex education	1. Martino, S. C., Elliott, M. N., Corona, R., Kanouse, D. E., & Schuster, M. A. (2008). Beyond the “big talk”: the roles of breadth and repetition in parent-adolescent communication about sexual

			<p>topics. <i>Pediatrics</i>, 121, e612–e618.</p> <p>2. Haglund, K. A., &amp; Fehring, R. J. (2010). The association of religiosity, sexual education, and parental factors with risky sexual behaviors among adolescents and young adults. <i>Journal of Religion and Health</i>, 49, 460–472.</p> <p>3. Lindberg, L. D., &amp; Maddow-Zimet, I. (2012). Consequences of sex education on teen and young adult sexual behaviors and outcomes. <i>Journal of Adolescent Health</i>, 51, 332–338.</p>
6	Oct 17	<u>Family relationships</u> Parents and siblings	<p>(Quiz #5)</p> <p>1. Pomerantz, E. M., Qin, L., Wang, Q., &amp; Chen, H. (2009). American and Chinese early adolescents' inclusion of their relationships with their parents in their self-construals. <i>Child Development</i>, 80, 792–807.</p> <p>2. Hawk, S. T., Keijsers, L., Hale III, W. W., &amp; Meeus, W. (2009). Mind your own business! Longitudinal relations between perceived privacy invasion and adolescent-parent conflict. <i>Journal of Family Psychology</i>, 23, 511–520.</p> <p>3. Bach, J. (2016). Declawing the tiger. <i>The Dartmouth</i>.</p>
	Oct 19	Evolving family patterns	<p>1. Wainright, J. L., Russell, S. T., &amp; Patterson, C. J. (2004). Psychosocial adjustment, school outcomes, and romantic relationships of adolescents with same-sex parents. <i>Child Development</i>, 75, 1886–1898.</p> <p>2. Gartrell, N. K., Bos, H. M., &amp; Goldberg, N. G. (2011). Adolescents of the US national longitudinal lesbian family study: Sexual orientation, sexual behavior, and sexual risk exposure. <i>Archives of Sexual Behavior</i>, 40, 1199–1209.</p>
	Oct 20	X-period	(Pre-debate meeting for Debate 2 team members)
	Oct 21	Debate 2	Are videogames psychologically harmful for adolescents? (Readings TBA)
7	Oct 24	<u>Peer relationships</u> Friendships	<p>(Quiz #6)</p> <p>1. Diamond, L. M., &amp; Dubé, E. M. (2002). Friendship and attachment among heterosexual and sexual-minority youths: Does the gender of your friend matter? <i>Journal of Youth and Adolescence</i>, 31, 155–166.</p> <p>2. Dijkstra, J. K., Cillessen, A. H. N., &amp; Borch, C. (2013). Popularity and adolescent friendship networks: Selection and influence dynamics. <i>Developmental Psychology</i>, 49, 1242–1252.</p>
	Oct 26	Bullying	<p>1. Boulton, M. J. (2013). The effects of victim of bullying reputation on adolescents' choice of friends: Mediation by fear of becoming a victim of bullying, moderation by victim status, and implications for befriending interventions. <i>Journal of Experimental Child Psychology</i>, 114, 146–160.</p> <p>Watch <i>Bully</i> (Part 1)</p>
	Oct 27	X-period	Watch <i>Bully</i> (Part 2)
	Oct 28	Cliques, bullying	<p>(Debate 2 paper due)</p> <p>1. Jordan, K., &amp; Austin, J. (2012). A review of the literature on bullying in US schools and how a parent–educator partnership can be an effective way to handle bullying. <i>Journal of Aggression, Maltreatment &amp; Trauma</i>, 21, 440–458.</p>
8	Oct 31	Romantic relationships	<p>1. Roisman, G. I., Booth-LaForce, C., Cauffman, E., &amp; Spieker, S. (2009). The developmental significance of adolescent romantic relationships: Parent and peer predictors of engagement and</p>

			<p>quality at age 15. <i>Journal of Youth and Adolescence</i>, 38, 1294–1303.</p> <p>2. Furman, W. (2002). The emerging field of adolescent romantic relationships. <i>Current Directions in Psychological Science</i>, 11, 177–180.</p>
	Nov 2	<u>Schools</u> The learning environment and academic achievement / drop-out	<p>(Quiz #7)</p> <p>1. Vaughn, M. G., Beaver, K. M., Wexler, J., DeLisi, M., &amp; Roberts, G. J. (2011). The effect of school dropout on verbal ability in adulthood: A propensity score matching approach. <i>Journal of Youth and Adolescence</i>, 40, 197–206.</p> <p>2. Harackiewicz, J. M., Rozek, C. S., Hulleman, C. S., &amp; Hyde, J. S. (2012). Helping parents to motivate adolescents in mathematics and science: An experimental test of a utility-value intervention. <i>Psychological Science</i>, 23, 899–906.</p>
	Nov 3	X-period	(Pre-debate meeting for Debate 3 team members)
	Nov 4	Debate 3	Does (online) social networking have a negative impact on adolescents' psycho-social development? (Readings TBA)
9	Nov 7	Work / vocational development	<p>1. Beal, S. J., &amp; Crockett, L. J. (2010). Adolescents' occupational and educational aspirations and expectations: Links to high school activities and adult educational attainment. <i>Developmental Psychology</i>, 46, 258–265.</p> <p>2. Weisgram, E. S., Bigler, R. S., &amp; Liben, L. S. (2010). Gender, values, and occupational interests among children, adolescents, and adults. <i>Child Development</i>, 81, 778–796.</p>
	Nov 9	<u>Psychosocial Risks</u> Stress and coping	<p>(Quiz #8)</p> <p>1. Twenge, J. M., Catanese, K. R., &amp; Baumeister, R. F. (2002). Social exclusion causes self-defeating behavior. <i>Journal of Personality and Social Psychology</i>, 83, 606–615.</p> <p>2. Rhodes, J. E., &amp; DuBois, D. L. (2008). Mentoring relationships and programs for youth. <i>Current Directions in Psychological Science</i>, 17, 254–258.</p>
	Nov 10	X-period	--
	Nov 11	Delinquency and drugs	<p>(Debate 3 paper due)</p> <p>1. Branstetter, S. A., Low, S., &amp; Furman, W. (2011). The influence of parents and friends on adolescent substance use: A multidimensional approach. <i>Journal of Substance Use</i>, 16, 150–160.</p> <p>2. Ragan, C. I., Bard, I., &amp; Singh, I. (2013). What should we do about student use of cognitive enhancers? An analysis of current evidence. <i>Neuropharmacology</i>, 64, 588-595.</p>
10	Nov 14	<b>Exam</b>	(in class)