General Information
Class Meeting Times: (10) MWF 10.00–11.05am
X-hour: Thu 12.00–12.50pm
Class Meeting Location: Moore 150
Office Hours: Mon & Wed 3:00–4:30pm
Office: Raven 210
Professor: Sean Kang, Ph.D.
sean.kang@dartmouth.edu
(603) 646-9051
www.dartmouth.edu/~cogedlab

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 Blackboard 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, an autobiographical analysis, a debate + term paper, a (cumulative) final exam, and your participation in class.

Methods of Assessment

1. Participation (14%)
   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 Blackboard about each reading/paper by 9am the day of class. Comments can include questions, critiques about the methodology or logic of the authors, or suggestions about follow-up research.

2. Autobiographical (or biographical) Analysis (15%)

Research has also shown that information is learned better when it is processed in relation to the self. To foster self-referential processing, increase self-awareness, and help you realise how the course topics might have direct relevance to your own life, you will write an autobiographical essay with an analysis based on what you learn in the course.

Part 1 (5%): Choose an episode, event, relationship, or time in your own adolescence that you feel was of considerable importance to you. Write a detailed and accurate description of it (~ 3 double-spaced pages should be sufficient). Since you will be relating that episode to research/theory (i.e., analysis), you should try to highlight an event that falls within the domains of cognitive, moral, identity, or social development. You are not required to write an autobiographical piece if you do not wish to – if you prefer, you may select an event/episode to describe and analyse from the life of a celebrity, historical figure, cultural icon, movie/novel protagonist, or just someone you know.

Part 2 (10%): Relate research from any of the course topics to the autobiographical narrative. You should cite at least 4 scientific references, and assess to what extent the research enables you to understand that experience more fully (3 – 5 double-spaced pages). Papers will be graded on content and style, so please proofread carefully.

Your autobiographical analysis is due on April 28 (Monday) at the start of class.

3. Debate + Term Paper (8 + 14% = 22%)

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 4–5 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).

4. Weekly quizzes (24%; each quiz worth 4%)  
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. Only the best 6 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.

5. 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 May 31 (Saturday) at 8.00am (location TBA). 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 exams as scheduled.

**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/](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).

**Extra Credit**  
You have the option of earning up to 2 extra points by participating in research conducted in the Education department. In order to pursue this option, you will need to create an account at [http://ed-dartmouth.sona-systems.com/](http://ed-dartmouth.sona-systems.com/) using your Dartmouth email address and sign up for a study. The amount of credit points you will earn from each study will be listed when you sign up (1 credit point = ~1 hour of participation). When you complete a study, please be sure to tell the experimenter which Education course the credit(s) should be assigned to.
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/~uja/honor 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.

   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 Blackboard.

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<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC</th>
<th>READING / ASSIGNMENT</th>
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<tbody>
<tr>
<td>1</td>
<td>Mar 24</td>
<td>Introduction</td>
<td>Course Syllabus</td>
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<td></td>
<td>Mar 27</td>
<td>X-period</td>
<td>Primer on research methods &amp; how to read a scientific journal article</td>
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| 2    | Mar 31 | Cognitive Development  
Brain development in adolescence | (Quiz #1)  
|      | Apr 2  | (Guest presentation) | I will be away for a workshop in Houston; in lieu of our regular class, representatives from Dartmouth’s Centre for Professional Development will give a presentation on the services they offer. |
|      | Apr 3  | X-period | -- |
|      | Apr 9  | Moral Development  
Moral reasoning | (Quiz #2)  
|      | Apr 10 | X-period | (Pre-debate meeting for Debate 1 team members) |
| Apr 11 | Debate 1 | Should minors (under the age of 18 years) who commit serious crimes be tried and convicted as adults? (Readings TBA) |
| Apr 16 | Identity Development The Self | (Quiz #3)  
Case study: What if I don’t want to whistle?  
| Apr 17 | X-period | -- |
| Apr 18 | Ethnicity and culture | (Debate 1 paper due)  
Case studies: A Latinidad; The hatred within  
| Apr 21 | Gender | Case study: The girl in me  
| Apr 23 | Sexuality Attitudes and Behaviour | (Quiz #4)  
| Apr 24 | X-period | -- |
| Apr 25 | Sexual orientation | Case studies: Struggle of a lifetime; Holding my breath  
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<tr>
<th>Date</th>
<th>Assignment</th>
<th>Description</th>
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| Apr 28 | Sex education | (Autobiographical analysis due)  
| Apr 30 | Family relationships | (Quiz #5)  
Case study: The family I have  
| May 1 | X-period | (Pre-debate meeting for Debate 2 team members) |
| May 2 | Debate 2 | Are videogames psychologically harmful for adolescents?  
(Readings TBA) |
| May 5 | Evolving family patterns | (Quiz #6)  
Case study: Looking into the sun  
| May 7 | Peer relationships | (Quiz #6)  
Case study: Looking into the sun  
| May 8 | X-period | Watch *Bully* (Part 1) |
| May 9 | Cliques, bullying | (Debate 2 paper due)  
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td></td>
<td>May 15</td>
<td>X-period</td>
<td>Watch <em>Bully</em> (Part 2)</td>
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<tr>
<td></td>
<td>May 21</td>
<td>Debate 3</td>
<td>Does (online) social networking have a negative impact on adolescents’ psycho-social development? (Readings TBA) [Pre-debate meeting for Debate 3 team members on either May 19 or 20]</td>
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<td>May 22</td>
<td>X-period</td>
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<td>May 23</td>
<td>NO CLASS</td>
<td>Away for a conference in San Francisco</td>
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<td>10</td>
<td>May 26</td>
<td>NO CLASS</td>
<td>Memorial Day (Holiday)</td>
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<tr>
<td>FINALS</td>
<td>May 31</td>
<td>Final exam</td>
<td>8 am (Saturday)</td>
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