

Boston University
Wheelock College of Education and Human Development
SED DS 502: Introduction to Adolescent Development
Fall 2023, September 7 – October 19
Thursdays 6:30 – 9:15pm

Contact Information

Instructor: Michael A. Medina, Ph.D. (he/him/his)
Email: mmedina@bu.edu (DS 502 in subject line; 2 business day for replies)
Office: 621 Commonwealth Ave, Room 301
Office Hours: Use this link: https://calendly.com/mmedina_bu/ahd
Class Location: College of Arts & Sciences, Rm 237

Course Description

Introduction to Adolescent Development explores our understanding of three developmental domains during adolescence: physical/cognitive, identity, and socioemotional. We will critically examine research in each domain, as well as the roles educators may play in supporting the development of healthy mindsets, skillsets, and character strengths among adolescents across time.

Objectives

In this course, we will work towards your attainment of the following learning outcomes:

1. Critically examine theoretical models of adolescent development.
2. Analyze the role of education, teachers, schools, and academic identities across these models.
3. Develop strategies for supporting adolescents' positive development and resilience.

Class Structure

Each class session will follow the same format, including time for lecturing, independent work, group discussions, and activities. Please do the readings before each class. The remainder of the course follows a **work-in-class model**, with time allocated in-class to work on all graded assignments.

Grading

The work-in-class model is dependent on in-person involvement, so **100% of your grade** is based on your attendance and participation.

Class participation is based on involvement and engagement. Please be prepared to actively listen, share your ideas, comment on the ideas of others, and show respect for our classroom community. Participation takes on many forms, and the course will include opportunities to express yourself through class-wide and small group discussions, written exercises, independent work time, and group activities. If you feel uncomfortable speaking or presenting, please contact me ASAP so we can discuss alternatives. Note that engaging in unrelated activities during class time (e.g., internet browsing, emailing, texting) will reduce your participation grade (**which, again, is your entire grade!**).

Notify me prior to being absent or tardy. If you anticipate missing class, you are expected to schedule an office hour session with me to recap the missed material, as well as work with your classmates to recover missing notes and updates. Due to its short schedule, this course offers no

extra credit or extensions. If you need significant make-up time, you may request and complete the paperwork necessary for an incomplete grade.

Types of participation:

- ☐ Submitting weekly reading reflections (no more than 1 page)
- ☐ Submitting responses to the opening questions (no more than 1 page)
- ☐ Submitting responses to end-of-class surveys
- ☐ Participating in in-class discussions
- ☐ Participating in in-class activities
- ☐ Providing the class / Dr. Medina with relevant resources or readings
- ☐ Attending office hours
- ☐ Participating in a group final-project (see below)

In-Class Work and Projects

One element of participation is the completion of in-class assignments and activities, including a final project. This work will be your opportunity to critically examine and present your own area of interest related to adolescent development (e.g., adolescent health, relationships, hobbies, community engagement, academic experiences, social identities, or one of the many themes we will cover during the course). The project may be done in many different formats (e.g., presentation, paper, poster, art installation, interview, screenplay, skit, or other form), and some, but likely not all, projects will be presented on the final day of class.

Class Topics and Schedule

Session 1: Theories of Adolescent Development – Thursday September 7th

Agenda

- ☐ Review the syllabus and classroom norms.
- ☐ Discuss assessment model and final projects.
- ☐ Examine the predominant theories of adolescent development.

Session 2: Physical and Cognitive Development – Thursday September 14th

Agenda

- ☐ Discuss the major physical and cognitive changes of adolescence.
- ☐ Explore key characteristics of adolescents' changing thinking and behavior.
- ☐ Reflect on developmentally appropriate practices when working with adolescents.

Readings

- ☐ Giedd, J. (May, 2015). The amazing teen brain. *Scientific American*, 33-37.
<https://www.scientificamerican.com/article/the-amazing-teen-brain/>
- ☐ World Health Organization (2021). Mental Health of Adolescents.
<https://www.who.int/news-room/fact-sheets/detail/adolescent-mental-health>

Session 3: Race, Ethnicity, & Culture – Thursday September 21st

Agenda

- ☐ Define terms such as race, ethnicity, culture, heritage, and nationality.
- ☐ Compare and contrast models of ethnic-racial identity development.
- ☐ Explore social and academic dilemmas youth face because of their backgrounds.

Readings

- Meckler, L. (August, 2023). What happened when an Ohio school district rushed to integrate classrooms. https://www.washingtonpost.com/education/2023/08/16/shaker-heights-academic-tracking-classes-racial-equity/?utm_campaign=wp_post_most&utm_medium=email&utm_source=newsletter&wpisrc=nl_most
- The Washington Post (2021). What Teenagers Talk About When They Talk About Race. <https://www.washingtonpost.com/podcasts/interactive/2021/teens-talk-about-race/>

Session 4: Sexuality and Gender Identity – Thursday September 28th

Agenda

- Explore gender and sexual identity development in adolescence.
- Consider specific challenges faced by sexually minoritized youth.
- Discuss identity-related supports for adolescents.

Readings

- Minero, E. (April, 2018). Schools Struggle to Support LGBTQ Students. <https://www.edutopia.org/article/schools-struggle-support-lgbtq-students/>
- Boerner, H. (May, 2022). What the Science on Gender-Affirming Care for Transgender Kids Really Shows. <https://www.scientificamerican.com/article/what-the-science-on-gender-affirming-care-for-transgender-kids-really-shows/>

Session 5: Relationship Building and Socioemotional Learning – Thursday October 5th

Agenda

- Define and examine major socioemotional theories of development.
- Discuss the significance of varied developmental relationships.
- Outline the roles of schools in cultivating adolescent social skills and networks.

Readings

- Borresen, K. (March, 2021). It's Time To Broaden Your Friend Group. Here's How To Start. https://www.huffpost.com/entry/time-to-broaden-friend-group_1_604924a1c5b6cf72d093ba7b
- Lieber, C. M., Tissiere, M., & Bialek, S. (2017). Embedding social and emotional learning in high school classrooms. *Cambridge, MA: Engaging Schools. (read Integrating Learning and Life Competencies into Classroom Learning Domains, pp. 12-30)*

Session 6: Moral Reasoning and Political Awareness – Thursday October 12th

Agenda

- Discuss the development of moral and ethical reasoning among adolescents.
- Investigate why youth develop critical consciousness and join political movements.
- Reflect upon the educational practices that support and/or hinder such behaviors.

Readings

- Bretl, B. (February, 2023). Adolescence is a 'use it or lose it' time for moral development. <https://psyche.co/ideas/adolescence-is-a-use-it-or-lose-it-time-for-moral-development>
- Booth, R. (January, 2023). Youth Are Interested in Political Action, but Lack Support and Opportunities. <https://circle.tufts.edu/latest-research/youth-are->

interested-political-action-lack-support-and-opportunities**Session 7: Course Overview and Final Presentations – Thursday October 19th****Agenda**

- ☐ Review the major themes of the course.
- ☐ Revisit adolescent theories in light of practical applications.
- ☐ Present final projects.

Academic Conduct Code

Academic integrity is the bedrock of any scholarly community. The objective of Boston University in enforcing academic rules is to promote a community atmosphere in which learning, and the pursuit of knowledge can best take place.

As articulated in the Academic Conduct Code, “All students at Boston University are expected to maintain high standards of academic honesty and integrity. It is the responsibility of every student to be aware of the Academic Conduct Code’s contents and to abide by its provisions.”

Please access the code at: <http://www.bu.edu/academics/policies/academic-conduct-code/>

In general, academic misconduct is conduct by which a student misrepresents his or her academic accomplishments or impedes other students’ opportunities of being judged fairly for their academic work. Students should pay particular attention to the rules regarding plagiarism, group work, submission of work to more than one course without permission, and how they conduct themselves in a professional field-based experience, internship, teaching or research- related experience. If students have any questions about academic integrity or how it applies to the assignments within a specific course, they should consult their instructor.

Accommodations

Wheelock is committed to equal access for students with disabilities. If students have a specific disability that requires accommodations, they are advised to inform their instructor early in the semester so that appropriate accommodations can be identified. Students must provide their instructor with a letter of needed accommodations prepared by Disability & Access Services. Contact information for that office is as follows: (617) 353-3658 V/TTY or access@bu.edu. All discussions and written materials will be kept confidential.

ATLAS Referral and Outreach Program

The ATLAS Referral and Outreach Program can help students stay on track and achieve academic success. ATLAS provides an opportunity for faculty to alert students electronically to any concerns they have that may impede a student’s success. For example, if a student is struggling with academic performance, attendance, or class participation, their professor can submit the referral to share this concern with the student and activate support through the Student Services Office.

Student Services will reach out to the student and offer to help assess their situation and help them access the support they may need to get back on track. The ATLAS referral program is designed for undergraduate and graduate students enrolled in part or full-time programs at BU Wheelock and can be used by professors as often as needed.

<https://www.bu.edu/wheelock/faculty-staff/student-advising-support/atlas/>

BU Wheelock's Equity, Diversity, and Inclusion Committee

The Equity Diversity and Inclusion Committee hosts monthly community meetings for all students, staff, and faculty. These meetings are an opportunity to share what's on your mind, get updates from the community on EDI work, and to learn together about a topic that members or participants want to share. Reminders and Zoom links for the meetings are sent out by Student Services the week of the meeting and included in the monthly *Wheel* newsletter.

Grading

All BU Wheelock courses that use a numeric scale shall adhere to the same percentage point scale below for assigning final letter grades in courses.

A	94 – 100%
A -	90 – 93.9%
B+	87 – 89.9%
B	84 – 86.9%
B-	80 – 83.9%
C+	77 – 79.9%
C	74 – 76.9%
C-	70 – 73.9%
D	60 – 69.9%
F	0 – 59.9%

At BU Wheelock, students receiving a grade of Incomplete must complete an Incomplete Grade Report. This report must be completed by both the student and instructor to identify the outstanding work to be completed, the agreed-upon completion deadline, and the student's grade at the time of the submission. Both student and instructor will need to sign this form and return it to the Office of Student Records at: wherrec@bu.edu. Incomplete grades will not be awarded without the contract on file and the calculation of the current grade upon submission of the contract.

Students are granted a one-year period to resolve the terms of the contract. If this time elapses and student work is not received by the instructor, the grade that the instructor identified on the form when the "I" grade was issued will become the permanent grade.

Incomplete Grade Policy

Incomplete grades are designed to support students who have completed most of the coursework before an extenuating circumstance prevents them from completing final course assignments. The following form must be completed by both the student and the instructor to identify outstanding work to be completed, the agreed-upon completion deadline, and the student's grade at the time of the submission:

- ☐ <https://www.bu.edu/wheelock/files/2016/06/In-complete-Grade-Form.pdf>

Both student and instructor will need to sign this form and return it to the Office of Data & Enrollment Management/Registrar at BU Wheelock in-person or via email to wherrec@bu.edu

Students are granted a one-year period to resolve the terms of the contract. If this time elapses

and student work is not received by the instructor, the grade that the instructor identified on the form when the “I” grade was issued, will become the permanent grade.

Preferred Student Names

Students have the right to use a chosen name that reflects their identity. Boston University IS&T has provided instructions for students to change or modify the name that appears on Blackboard courses.

Blackboard Instruction: https://help.blackboard.com/Learn/Student/About_You/Personal_Settings

BU (Online) Directory

<https://www.bu.edu/tech/services/cccs/email/%20office-365-outlook/management/nickname/>

TITLE IX Resources

Boston University recognizes that sexual assault, harassment, discrimination and other forms of sexual misconduct can have a profound impact on a person’s personal, academic, and work life. The University encourages any student coping with such a situation, and who is uncertain of their options or simply needs help, to call one of the following *confidential* resources:

On Campus

BU Sexual Assault Response & Prevention Center: 617-353-7277; sarp@bu.edu 930

Commonwealth Avenue, Boston, MA 02215

Boston University Chaplains: 617-358-3560 Student Health Services: 617-353- 3575

Behavioral Medicine: 617-353-3569

Off Campus

Rape, Abuse, and Incest National Network: 1-800-656-4673 (HOPE) Boston Area Rape Crisis Center (BARCC): 1-800-841-8371

Disclosure to Title IX Coordinators

Boston University is committed to fostering an environment that is free from all forms of sexual misconduct, any concerns, questions, or disclosures related to sexual misconduct can be directed to any of the Wheelock College Title IX Deputy Coordinators (<http://www.bu.edu/safety/sexual-misconduct/title-ix-bu-policies/sexual-misconducttitle-ix-policy/title-ix-team/>) or any other reporting resource on campus (<http://www.bu.edu/safety/sexual-misconduct/reporting/>).

All disclosures of sexual or gender-based violence or harassment on or off campus made to faculty, teaching assistants, or other university employees must be forwarded to the BU Title IX Coordinator (617-353-9286). Information above was adapted from the Boston University Title IX Policy found at: <http://www.bu.edu/policies/sexual-misconduct-title-ix-hr/>