

**MIDDLE CHILDHOOD AND ADOLESCENCE**  
**Summer 2008 (6/23-7/26)**

Instructor: Victor R. Wilburn  
Section: 7400:404-401/504-401 (Class # 31372)  
Class Meeting: Monday-Friday  
1:15p-2:45 p.m. (South Schrank, Room 108)  
Office: Schrank Hall South, Room 215Q  
Office Hours: M-F 10:00am - 11:00 am or by appointment  
Office Phone: 330-972-2678 Department: 330-972-7721 Email: [wilburn@uakron.edu](mailto:wilburn@uakron.edu)

Texts: Santrock, J. (2005). Adolescence: An Introduction, 10<sup>th</sup> Edition. Brown & Benchmark.

Berk, L. E. (1999). Infants, Children, and Adolescents. Boston MA: Allyn and Bacon.  
(Additional text but not required)

Lecture notes can be obtained from [Http://gozips.uakron.edu/~wilburn](http://gozips.uakron.edu/~wilburn)

Course Description: The influences of middle childhood and adolescent behavior on the family and the influences of the family environment on middle childhood and adolescent development. Prerequisites: 201, 265 or permission of instructor.

Objectives: After completion of this course, the student should be able to execute the following tasks:

1. Demonstrate knowledge of the physical, intellectual, social, and emotional development during the middle childhood and adolescent periods of ontogeny.
2. Apply the theoretical principles of development in understanding the interactions and interrelationships of the physical, intellectual, social and emotional aspects of development.
3. Evaluate the impact of family and peer influences on individual development.
4. Identify normative and non-normative patterns of development and behavior during the middle childhood and adolescent periods of development.

Evaluation

1. **Three exams will be given over the course of the semester (100 points).** These exams will be averaged and will account for 100 points toward your total class points. Exam dates are indicated on the class calendar. **No** makeup exam will be given unless medical emergency (Instructor reserves the right to make final decision on validity of emergency or any other unique special circumstance). Makeups occur during finals week only. **Exam formats may consist of multiple choice, short answer, and essay questions.**

2. **Group Research Paper (50 points).** Undergraduate students are expected to get into groups between 3 and 5 peers and identify some aspect of middle childhood and adolescence (Graduate students are expected to work independently). Each student is expected to contribute equally in this project during preparation of research paper. In the event that any group member feels that another group member is not contributing equally to the preparation of the presentation, the student may come to the instructor and request that group members evaluate each others performance. In addition, the topic must be approved by the instructor and thoroughly researched using library sources. **The paper must be at least 15 pages, typed, double-spaced/12pt. Font and adhere to the APA style. A minimum of 20 references must be cited in this paper.** Because website citations are not necessarily scholarly,

research papers must not exceed any more than two website citations.

3. **In Class Activities and Assignments (50 points)**. Several in-class activities will be given during the semester. **You must be in class at the time the activity is given to get credit since these activities cannot be made up.** Occasionally, it may be required of you to provide written explanations or summary of significant topics that are relevant to middle childhood and adolescent development. In addition, you will be expected to do article reviews which will make-up this section of evaluation.

Note. Any information turned in to me must be typed, proofread (for grammar, spelling), and stapled (if there is more than one page). Failure to follow these instructions will result in a loss of valuable points. For example, failing to staple the pages will result in a two-point reduction. Also, for a greater detail of academic expectations see the latter section of the syllabi which reflects instructor expectations for academic competence.

### **Grading**

Exams	100 points	A =185-200pts.
Group paper	50 points	B+ =175-184pts.
Assignments	<u>50</u> points	B =165-174pts.
Total	200 points	C+ =155-164pts.
		C =145-154pts.
		D+=130-144pts
		D =120-129pts.
		F =below 120 pts

**Graduate Students (GS):** Grading scale for graduate students differ from undergraduate students. GS are expected to work independently on their group paper and produce a more academically proficient paper. In addition, they are expected to provide a presentation on the topic (instructor must improve topic). *The presentation must be 30 minutes (be sure to allow time for questions and answers). Presentation will be evaluated on the following criteria: (1) **Quality of content**. Students must adequately research topic using library articles/books (textbook content is not acceptable); (2) **Quality of presentation**. Students will be evaluated for 50 points (25 pts. for paper, 25 pts. for presentation).*

**Style of teaching:** This class will mainly consist of a lecture format. However, it will also consist of interactive learning through group process and exploratory learning through written critique of theory. In addition, you are encouraged to contribute ideas you have gained through reading, other course work, and personal experiences. In class lectures and activities reflect supplementation to individual student reading; it is not the instructor's aim to cover the totality of course books or lecture notes on the web.

**Academic Dishonesty:** Any intentional misrepresentation or attempt to gain undeserved, intellectual advantages; such as cheating, plagiarism, unauthorized possession of exams and the like. The University Policy as outlined in the student handbook will be followed in cases of suspected academic dishonesty.

**Late Assignments:** Late assignments will **not** be accepted. However, exceptions may be considered in circumstances which are beyond the students' control. The instructor reserves the right to determine which circumstances merit such consideration. Authentic documentation may be required.

Note: Excuses such as not returning on time from an out-of-town trip because of car problems, computer problems, and puppy eating an assignment are not acceptable. If you know you are leaving town before an assignment is due, hand in the assignment before you leave.

**Announcements:** Occasional announcements will be made in class. Examples of these are schedule changes and assignment details. It is the responsibility of the student to make sure he/she receives such information. Therefore, it is imperative that students attend class regularly as the instructor will accept **NO** responsibility for information not received due to your absence from class. It is a good rule to network with peers in your class; this way if you have to

miss class, you have someone you can call and retrieve missed information. The instructor is available to assist you with any questions you have with regard class lecture or the text but not to "catch-you-up" for missed class.

**Class attendance:** A class roll may be passed out daily; it is important that you sign the roll to indicate your presence. Students who are absent or fail to sign the roll three or more times will receive an automatic 15 point deduction toward their final grade in the class. Students absent or fail to sign the roll six or more times will automatically receive an "F" in the class.

**Tentative Calendar for Middle Childhood and Adolescence**  
Summer 2008

Date	Topic for Discussion	Assignments
<b>Week 1 (6/23-24)</b>		
M	Course Overview	
Tu	Introduction/Historical Perspective of Child development	<i>Chapter 1</i>
<b>Week 1 (6/25-26)</b>		
W	Theory and research in child development continued	<i>Chapter 1</i>
TR	Theory and research in child development continued	<i>Chapter 1</i>
<b>Week 1 (6/27-6/30)</b>		
F	Group Project (In-class)	
M	Middle childhood: Physical development	<i>Berk: Chapter 11</i>
<b>Week 2 (7/1-2)</b>		
T	Middle childhood: Cognitive development	<i>Berk: Chapter 12</i>
W	Middle childhood: Cognitive development	<i>Berk: Chapter 12</i>
<b>Week 2 (7/3-4)</b>		
TH	Middle childhood: Social-emotional development:	<i>Berk Chapter 13</i>
F	Middle childhood: Social-emotional development:	<i>Berk Chapter 13</i>
<b>Week 3 (7/7-8)</b>		
M	Review	
TU	<b>EXAM I</b> (Celebration of knowledge)	
<b>Week 3 (7/9-10)</b>		
W	Adolescence: Cognitive development	<i>Sanrock: Chapter 4</i>
TR	Families	<i>Sanrock: Chapter 5 &amp; 6</i>
<b>Week 4 (7/11-7/14)</b>		
F	Families	<i>Sanrock: Chapter 5 &amp; 6</i>
M	Peers	<i>Sanrock: Chapter 5 &amp; 6</i>
<b>Week 4 (7/15-16)</b>		
T	Review	
W	<b>EXAM II</b> (Celebration of knowledge)	
<b>Week 4 (7/17-18)</b>		
TR	Schools; Culture development:	Chapter 8
F	Culture development:	Chapter 8
<b>Week 5 (7/21-22)</b>		
M	Identity development:	<i>Chapter 9 (Assignment 3 due)</i>
TU	Gender identity:	<i>Chapter 10</i>
<b>Week 5 (7/23-24)</b>		
W	Sexuality:	<i>Chapter 11</i>
TR	<b>Exam III (Celebration of Knowledge)</b>	
<b>Week 5 (7/25)</b>		
F	Adolescent Problems continued:	<i>Chapter 14 (Group Research Papers Due–on or before this date)</i>
	Adolescent Problems continued:	<i>Chapter 14</i>

Note: Please check the timetable periodically for updates

## **Middle Childhood and Adolescent Development**

### **Assignment I (Due by COK I)**

Identify a research article that relates to social-emotional development among youth (preferably middle childhood). Review that article and write a two page response reflecting key issues noted in the article, the article's utility to professionals, perceived strengths and weaknesses of the study. This assignment is to be provided to the instructor in a half-inch blue binder with your name on the top front. Failure to follow instructor will result in loss of valuable points.

**Article Critiques.** Students are to identify one or two articles from a scholarly journal (see UA library website for details) and relevant topic based on instructor's assignment and write a two page critique in response to the journal(s). The following guidelines reflect an appropriate article critique for this class. The paper must be typed, double-spaced, grammatically correct, and reflect one inch margins in all directions. The actual paper must reflect why you chose the articles, key points deduced from the article(s) (roughly 40% of the paper), perceived utility of key points for professionals in the field (roughly 40% of the paper), and your personal impression of the strengths and limitations of the articles. The complete assignment consist of a copy of the assignment page, the written article critique, and a complete copy of the article(s) being critiqued. All three components must be turned in to receive credit.

## **Middle Childhood and Adolescent Development Assignment II (Due by COK II)**

Spend some portion of time observing adolescents (i.e., Mall, Parks, etc.). Observe the manner in which they interact with their peers or family members and note any unique developmental behaviors that may relate to things we discussed in class. In addition, identify a research article that relates to adolescent development that may give support to the things you observed. Review that article and write a two page response reflecting key issues noted in the article, the article's utility to professionals, perceived strengths and weaknesses of the study. This assignment is to be provided to the instructor in a half-inch blue binder with your name on the top front. Failure to follow instructor will result in loss of valuable points.

**Article Critiques.** Students are to identify one or two articles from a scholarly journal (see UA library website for details) and relevant topic based on instructor's assignment and write a two page critique in response to the journal(s). The following guidelines reflect an appropriate article critique for this class. The paper must be typed, double-spaced, grammatically correct, and reflect one inch margins in all directions. The actual paper must reflect why you chose the articles, key points deduced from the article(s) (roughly 40% of the paper), perceived utility of key points for professionals in the field (roughly 40% of the paper), and your personal impression of the strengths and limitations of the articles. The complete assignment consist of a copy of the assignment page, the written article critique, and a complete copy of the article(s) being critiqued. All three components must be turned in to receive credit.

## **Middle Childhood and Adolescence**

### **Assignment III (Due 7/22/08, during class)**

Identify an article that relates to peer support or friendships among youth. Review this article and note key points or findings that relate to things discussed in your source book. Also, identify an additional research article that addresses the peer support and identity development (i.e., self-esteem, self concept, etc.). Review that article and write a two page response reflecting key issues noted in both articles, the article's utility to professionals, perceived strengths and weaknesses of the studies. This assignment is to be provided to the instructor in a blue binder with your name on the top front. Failure to follow instructor will result in loss of valuable points.

**Article Critiques.** Students are to identify one or two articles from a scholarly journal (see UA library website for details) and relevant topic based on instructor's assignment and write a two page critique in response to the journal(s). The following guidelines reflect an appropriate article critique for this class. The paper must be typed, double-spaced, grammatically correct, and reflect one inch margins in all directions. The actual paper must reflect why you chose the articles, key points deduced from the article(s) (roughly 40% of the paper), perceived utility of key points for professionals in the field (roughly 40% of the paper), and your personal impression of the strengths and limitations of the articles. **The complete assignment consist of a copy of the assignment page, the written article critique, and a complete copy of the article(s) being critiqued. All three components must be turned in to receive credit.**

## **Middle Childhood and Adolescence Assignment IV (Void for summer)**

Identify an article (scholarly article) that relates to adolescent problems (*Problems unexplored by you at this point—no duplication*). Review that article and write a two page response reflecting key issues noted in the article, the article's utility to professionals, perceived strengths and weaknesses of the study. This assignment is to be provided to the instructor in a half-inch blue binder with your name on the top front. Failure to follow instructor will result in loss of valuable points.

**Article Critiques.** Students are to identify one or two articles from a scholarly journal (see UA library website for details) and relevant topic based on instructor's assignment and write a two page critique in response to the journal(s). The following guidelines reflect an appropriate article critique for this class. The paper must be typed, double-spaced, grammatically correct, and reflect one inch margins in all directions. The actual paper must reflect why you chose the articles, key points deduced from the article(s) (roughly 40% of the paper), perceived utility of key points for professionals in the field (roughly 40% of the paper), and your personal impression of the strengths and limitations of the articles. The complete assignment consist of a copy of the assignment page, the written article critique, and a complete copy of the article(s) being critiqued. All three components must be turned in to receive credit.

## CELEBRATION OF KNOWLEDGE II

( Due 16 July 08; Summer Session Only)

Cognitive development, The Role of the Family, and Peer Interactions are key areas in further need of discussion. The topics deal with a host of issues relative to researchers, practitioners, and parents. Choose one of the topic areas where you feel most comfortable and identify a central issue in which to write a mini research paper (**Be sure to copy this page and turn in with your Celebration!**).

Please be sure to follow all directions noted on this page....Your are expected to write a 5 page mini research paper on your relevant topic (double spaced 12 pt. font/one inch margins and in APA format). Also, you are to provide a complete hard copy of at least 5 research based articles used in your research paper.

Typically, the evaluation of a research paper is based on the following criteria: (1) **Accuracy and Quality of Information**. This category denotes the importance of content and the quality of arrangement in a paper. I generally look for the utility of the information expressed in a particular paper and the extent to which the writers have expressed content that is innovative. (2) **Quality of Arrangement and Organization**. This category reflect the proper usage of grammar and writing strategy. I expect all papers to adhere to APA guidelines. (3) **Overall Quality of the Paper**. This category deal with the instructor's overall interpretation of the big picture regarding the research paper. In this section, consistency and uniformity throughout the paper is important. I generally investigate the consistency between what is noted as important factors in the introduction and the thoroughness of discussion in the body of the paper. (4) **Neatness and Professionalism Are Essential**. Check the syllabus and academic competence for comments in this area. *Lastly, be sure to check the instructor academic expectations for academic competency to minimize unnecessary point losses.*

The Celebration will be based on 100 pts. The following areas will be assessed in considering your score:

- \_\_\_\_\_ **Neatness, correct punctuation, grammar/spelling (20 pts)**
- \_\_\_\_\_ **Accuracy and Quality of Information (20 pts)**
- \_\_\_\_\_ **Quality of Arrangement and Organization (20 pts)**
- \_\_\_\_\_ **Overall Quality of the Paper (20 pts)**
- \_\_\_\_\_ **Ability to follow instructions (20 pt)**
  
- \_\_\_\_\_ **Total Grade**

# CELEBRATION OF KNOWLEDGE III

(Due 24 July 07)

Identity Development, Sexuality, and Adolescent Problems are key areas in further need of discussion. The topics deal with a host of issues relative to researchers, practitioners, and parents. Choose one of the topic areas where you feel most comfortable and identify a central issue in which to write a mini research paper **(Be sure to copy this page and turn in with your Celebration!)**.

Please be sure to follow all directions noted on this page....You are expected to write a 5 page mini research paper on your relevant topic (double spaced 12 pt. font/one inch margins and in APA format). Also, you are to provide a complete hard copy of at least 5 research based articles used in your research paper.

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- \_\_\_\_\_ **Neatness, correct punctuation, grammar/spelling (20 pts)**
- \_\_\_\_\_ **Accuracy and Quality of Information (20 pts)**
- \_\_\_\_\_ **Quality of Arrangement and Organization (20 pts)**
- \_\_\_\_\_ **Overall Quality of the Paper (20 pts)**
- \_\_\_\_\_ **Ability to follow instructions (20 pt)**
  
- \_\_\_\_\_ **Total Grade**