

Appendix II:
Courses for Youth
Development Minor

**Prerequisite classes
for Youth
Development Minor**

The Ohio State University
College of Education and Human Ecology
Department of Human Development and Family Science

HDFS 364: Lifespan development
Class number 10898
Spring Quarter, 2010
167, Campbell Hall
Tu Th 1:30 PM - 3:18PM

Instructor: Rashmi Gangamma, Ph.D
Mailbox: 135 Campbell Hall
E-mail: (please include HDFS 364 in the subject line)
Office Hours: Tuesday and Thursday 12 Noon – 1:00 PM in 100, Campbell Hall
or by appointment
Website: www.carmen.osu.edu (if you have trouble logging in, call 688-HELP).

Required text

Berk, L.E (2008). *Exploring lifespan development*. New York: Allyn and Bacon

Additional materials will be uploaded on Carmen.

Course description

This course will provide an overview of the developmental stages over the course of a lifespan. Using developmental theories we will trace physical, cognitive, emotional and social adaptations from infancy to old age.

This course fulfills GEC requirements through pursuance of the following goals:

- Develop students' understanding of the systematic study of human behavior and cognition; and the processes by which individuals, groups, and societies interact, communicate, and use human resources.

Expected Learning Outcomes:

1. Students understand the theories and methods of social scientific inquiry as they are applied to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.

Course requirements

1. Tests (4 * 20 = 80 points) (Required for all)

Tests will include information from lectures and assigned readings. Design of the test may include multiple choice, short answer and/or essay which will be announced prior to the test date. Make-up test will be offered only in the event of a *documented* emergency (Doctor's note is required for all medical emergencies). Tests will comprise 10-15 questions.

2. Exams (2 * 50 = 100 points)

Exams will include information from lectures and assigned readings. Design of the exam may include multiple choice, short answer and/or essay which will be announced prior to the test date. Make-up exam will be offered only in the event of a *documented* emergency (Doctor's note is required for all medical emergencies). Exams will have around 40-50 questions.

• Research paper - Alternative to Exam 1 and 2:

This is an opportunity for those interested in conducting an in-depth study on any issue related to lifespan development. Students may choose this option instead of Exams 1 and 2. (Note: Tests are mandatory and there is no substitute for them.) The paper should be written in the format of a mini research proposal where you will address the following:

1. What is the topic of your study? – include definitions and descriptions of variables under study (1 page)
2. Describe existing literature using 3 research articles. Here you will briefly summarize findings of 3 research studies, including its implications to your topic of study (3 pages)
3. Briefly describe how you plan to conduct your study – how will you recruit participants? What will you ask them? What do you hope to find? What limitations to the study do you foresee? (1-2 pages)

Papers should follow the APA format, include references, and typed in Times New Roman, 12 point, using double space and 1 inch margins. Additional guidelines will be discussed in class. If you choose this option, you will have to inform me before the date of exam 1.

3. Final paper (100 points) (required for all)

This paper is designed to test your ability to critically analyze the applicability of one developmental theory to any stage of your life. The paper will include the following sections:

- a. Description of one lifespan stage – including significant markers of physical, social, emotional, and cognitive development
- b. Brief description of one developmental theory – including key concepts and assumptions

c. Application of theory – How would you explain the particular life span stage using the theory?

d. Critical reflection – Does the theory sufficiently describe your development? What are its limitations? What other theory could be used to overcome the limitations?

Further guidelines for the paper will be discussed in class.

Extra points:

You may earn extra points through participation and presentation in small group activities though the quarter.

Grade summary:

Tests = 80 points (4*20)

Exams = 100 points (2*50) / Research paper = 100

Final paper = 100 points

Total = 280 points

Grading scale:

100-94	A	83.9-80	B -	69.9-64	D+
93.9-90	A -	79.9-77	C+	63.9-60	D
89.9-87	B+	76.9-74	C	59.9-0	E
86.9-84	B	73.9-70	C -		

Course Policies

1. **Attendance** – Students are expected to attend class and be prepared to participate in discussions.

2. **Tardiness & Early Departures** – Neither are acceptable! Plan on arriving on time and staying the entire class period. Early departures will be considered as an absence.

3. **Late work & Make ups** - There will be a deduction of 10% points per day for an assignment turned in past the due date. No papers will be accepted past one week of the 'due date' unless there are extenuating circumstances affecting completion of the assignment.

4. **Student Responsibility** – Students are responsible for all material presented in class, as well as in the text. Lectures may supplement, highlight, or bring something entirely different from what is included in the text.

5. This course is designed to help us have a meaningful discussion on various topics, some which may be controversial. In the spirit of learning, healthy debates will be encouraged. Disparaging comments or remarks will not be tolerated. Students who make such comments may be asked to leave.

6. **Please switch off ringers of your cell phones. Students should refrain from using cell phones, ipods and other devices in class. If you bring your laptop to class, please refrain from going online while class is in session.**

6. **Course accommodations:** Any student who feels he/she may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodation and developing accommodation strategies. Please contact the Office of Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations.

7. **Grievances and solving problems:** According to University Policies, available from the Office of Student Affairs, if you have a problem with this class, "You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor; then, if necessary, with the department chairperson, college dean, and provost, in that order." Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Affairs. "Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department."

8. **Academic misconduct:** I strictly uphold the academic misconduct guidelines requiring that "Each instructor shall report to the committee on Academic Misconduct all instances of what he/she believes to be academic misconduct." Details regarding what constitutes academic misconduct can be found in the Ohio State University's *Code of Student Conduct* (section 3335-23-05). Academic misconduct is defined as "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Ignorance of the University's *Code of Student Conduct* is never considered an excuse for academic misconduct, so it is recommended that you review the

Code of Student Conduct, specifically the sections dealing with academic misconduct. For additional information, see the Code of Student Conduct.

9. Statement on diversity: The Department of Human Development and Family Science affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

10. Department statement: Please note that all assignments in this class are intended for educational purposes only and shall not be used for publication or a scholarly presentation outside this classroom.

11. Instructor reserves the right to change the syllabus at any point in time!

Class schedule

Date	Topic	Chapter
03/30	Introduction; Issues in Life Span Development	1
04/01	Theories of development	1
04/06	Theories of development; Research methods	1
04/08	Biological & Environmental foundations; Birth & the newborn baby	2; 3
04/13	1 st Test (1-3) ; Physical development in Infancy & Toddlerhood	4
04/15	Cognitive development in Infancy & Toddlerhood	5
04/20	Emotional & social development in Infancy & Toddlerhood	6
04/22	2 nd Test (4-6) Physical and cognitive development in Early childhood	7
04/27	Emotional & social development in Early childhood	8
04/29	<i>Focus: Parenting issues in toddlerhood and early childhood</i> <i>Guest speaker: Sarah Schoppe-Sullivan, PhD</i>	
05/04	Exam 1 (1-8); Physical and cognitive development in Middle childhood	9
05/06	Emotional & social development in Middle childhood	10
05/11	Physical and cognitive development in Adolescence	11
05/13	Emotional & social development in Adolescence	12
05/18	3 rd Test (9-12); Physical and cognitive development in Early adulthood	13
05/20	Emotional & social development in Early adulthood	14
05/25	Physical and cognitive development in Middle adulthood; Emotional & social development in Middle adulthood	15; 16
05/27	4 th Test (13-16) Physical and cognitive development in Late adulthood	17
06/01	Emotional & social development in Late adulthood ; Review	18
06/03	<i>Final exam</i> Research paper (alternative to exams) via drop box on Carmen	9-18
06/05	Final paper due (submissions via drop box on Carmen)	



Psychology 340

Life-Span Development

Autumn 2009

□ Instructor Information

Instructor: Jackie von Spiegel, M.A.
Office: 29 Psychology Building
Office Hours: MoWe 10:30-11:30
TuTh 3:00-4:00
Phone: 614-270-5660 (this is my
cell phone – please be
respectful)
Email: von-spiegel.2@osu.edu

□ Course Information

Meeting Times: TuTh 1:00-2:48
Location: LZ 02
Call Number: 28545
Credits: 5
Website: <http://carmen.osu.edu/>

□ Course Description and Goals

This course is designed to be a general introduction to the major topics and theories of the science of developmental psychology. The goal is to provide a basic framework for the understanding of human behavior and cognitive processes across the life-span, from conception through adulthood and to the end of life. Class time will involve explanations of selected topics from the textbook, often utilizing outside materials for elaboration and clarification of course material.

□ Course Textbook

Required Textbook: Santrock, J. W. (2008). *A Topical Approach to Life-Span Development*. 4th Ed. Boston: McGraw-Hill Higher Education.
Companion Website: http://highered.mcgraw-hill.com/sites/0073382647/student_view0/index.html

□ Course Webpage

The course webpage is on the Carmen website at carmen.osu.edu. Here, you will find lecture notes to bring to class, fun and informative websites for extra information, important course information and announcements, handouts from class, your grades, discussion boards, a Dropbox for submitting papers, a calendar of topics and assignments, and course evaluation surveys. Please check the website daily for updates and announcements.

□ Course Schedule

Date	Chapter	Topic	Due
9/24	1	Introduction & Syllabus The Life-Span Perspective	
9/29	2	Biological Beginnings	
10/1	2	Biological Beginnings (Part 2)	
10/6	3	Physical Development & Biological Aging	
10/8	5	Motor, Sensory, & Perceptual Development	ODF #1
10/13	5	Motor, Sensory, & Perceptual Development (Part 2)	
10/15		Exam 1 (over Chapters 1-3 & 5)	EC #1
10/20	6	Cognitive Development	
10/22	7	Information Processing	ODF #2
10/27	9	Language Development	
10/29	10	Emotional Development	RAR #1
11/3	11	The Self, Identity, & Personality	
11/5	11	The Self, Identity, & Personality (Part 2)	ODF #3
11/10		Exam 2 (over Chapters 6-7 & 9-11)	EC #2
11/12		<i>Break - No Class</i>	
11/17	12	Gender & Sexuality	
11/19	14	Families, Lifestyles, & Parenting	ODF #4
11/24	15	Peers & the Sociocultural World	
11/26		<i>Thanksgiving - No Class</i>	
12/1	16	Schools, Achievement, & Work	RAR #2
12/3	17	Death, Dying, and Grieving	ODF #5
12/9	11:30-1:18	Exam 3 (over Chapters 12 & 14-17)	EC #3

Academic Misconduct

Any student suspected of committing academic misconduct in this course will be reported to the Committee on Academic Misconduct. Academic integrity is taken very seriously at Ohio State. See OSU's policy on academic misconduct at <http://oaa.osu.edu/coam/home.html>.

Physical/Learning Disabilities

If you feel you may need accommodations based on the impact of a disability, please contact me to discuss your specific needs. Additionally, please contact the Office for Disability Services (ODS) at 614-292-3307 in room 150 Pomerene Hall with documentation of your disability to allow them to arrange reasonable accommodations for you. The ODS website is www.ods.ohio-state.edu.

▫ Grading

Students are graded on a percentile basis. A total of 220 points (and 15 possible extra credit points) are possible in this course. They are distributed as follows:

	<u>Possible Points</u>
Exam 1	50
Exam 2	50
Exam 3	50
Online Discussion Forum (5)	20
Research Article Reviews (2)	50
Total (before EC)	220
+Extra Credit (3)	+15

▫ Exams

There are three examinations in this course. The format for all three exams will include 50 objective (multiple-choice) questions. The exams are **NOT** comprehensive. The questions on these tests will come from topics discussed in lecture as well as the assigned textbook readings. You are responsible for all of the assigned readings whether covered in the lecture or not. Please be **ON TIME** for exams! If you arrive after another student has turned in their finished exam, you cannot take the exam that day. After each exam, there will be answer keys for you to check your answers. This will give you some instant gratification, which I know we all enjoy. Details will be given before the first exam.

If you do miss an exam, you are allowed to take a make-up exam. **All make-up exams will take place during final exam week (Dec. 7-10, 2009).** The make-up exams may be made up of short answer, True/False, fill-in, multiple choice, and/or essay questions. Please contact me as soon as possible if you need to take a make-up exam so that it can be scheduled.

▫ Online Discussion Forum (ODF)

The online discussion forum is where you will find fun and interesting discussions that relate to the material we're discussing in class (click on *Discussion Forum* on Carmen). This forum will allow you to discuss these and other topics with your classmates. Each post is worth up to 4 points. You will need to post a comment at least once every two weeks in order to receive the full 20 possible points for participation in the forum (deadlines are by 11:59 pm on the day indicated on the Course Schedule). Below are the guidelines and the rubric below for grading of the discussion posts.

1. Read the comments of your classmates and respond to their ideas. Ideally, this should be just like a real life discussion in a classroom. So try to respond to what other students are saying and have a conversation about the topic.
2. If you post something I (or others) view as disrespectful I will remove your post and you won't get credit for it. Similarly, if you find a post disrespectful, please let me know.
3. Do not simply repeat someone else's ideas - that's plagiarism.
4. You may agree or disagree with someone's post, but if you do so you must explain your position with something new.
5. If you are responding to a post, be sure it's clear we know which post you're responding to.
6. Monitor the discussion; someone may reply to your post and you may wish to follow up.
7. If you express an opinion, support it—with material from the book, from class discussion, or from some other source.
8. If you have questions about the reading material, something we discussed in class, or anything else, feel free to post it in the "Answer Me This!" section. If you think you know the answer to one of these questions, please post it. This is an area for you all to help each other out, so be sure to check regularly, even if you don't have a question.

Points	Criteria
0	<p>You didn't post by the deadline.</p> <p>Your post was viewed as disrespectful and was removed.</p> <p>You posted a comment, but it didn't add new information to the discussion.</p>
2	<p>You posted a comment but didn't take your classmates' comments into account.</p> <p>Your comment took a position but you didn't provide support for your position.</p> <p>You didn't answer the question or respond to the entire prompt.</p>
4	<p>You posted a novel comment that contributed to the discussion and was supported by evidence.</p> <p>You read the comments of your classmates and responded to their ideas.</p>

▣ Research Article Reviews (RARs)

For each RAR, you are to locate, read, and review an original research study of a topic in life-span development that is described in an academic journal article. Each RAR is worth 25 points (due by 11:59 pm on the day indicated on the Course Schedule). RAR #1 should review a study mainly about physical and/or cognitive development. RAR #2 should review a study mainly about socio-emotional development. A good source for finding acceptable topics is the textbook: check the bold terms for potential keywords. If you have questions about whether a specific topic is acceptable, please talk to me about it. Below are the guidelines for the RARs.

1. The article must come from a reviewed academic journal and have a publication date of 1999 or more recent. You should not get articles from magazines (*Psychology Today*, *Newsweek*, *Science News*, etc.), newspapers, or dissertation publications (*Dissertation Abstracts International*). Instructions for finding articles are posted on Carmen under *Course Content*.
2. The article must describe empirical research, meaning that it must describe an original study that was conducted (no review articles, book reviews, or opinion articles). A good guideline that the article describes empirical research is if it has the headings of Methods, Results, and Discussion in the body of the article.
3. Put your name, RAR #1 or RAR #2, and the date at the top right corner of your paper. As the heading to your paper, use a complete reference citation of the article in APA style. The APA Publication Manual is available at the library. Below is an example of an article citation in APA style. Be precise!

Opfer, J. E., & Thompson, C. A. (2008). The trouble with transfer: Insights from microgenetic changes in the representation of numerical magnitude. *Child Development*, 79(3), 788–804.

4. In the body of your paper, you should briefly summarize in your own words the topic, procedure, and findings of the study. Your summary should include the introduction (background on the topic, previous findings, and the hypotheses of the study), the method (participants and procedures), the results, and discussion (what do the results mean? What are the implications of the findings for developmental psychology?).
5. Following the summary, provide your own critique of the study in terms of its contribution to your knowledge of developmental psychology as it relates to this class (What did you learn? Are the findings beneficial to science and/or society? What were the limitations of the study or problems you have with it? Was the study innovative? relevant? thought-provoking? What did the findings contribute to the study of lifespan development?). Include any comments about the relevance of the study to this class and to your future career.
6. RARs should be typed, double-spaced, with one-inch margins and 12-point font, and should not exceed 3 pages. You may turn in your RARs in class or you may submit your papers on the *Dropbox* on Carmen in .doc or .pdf format.
7. A copy of the article should be turned in along with your RARs. If you are turning your RAR in class, please staple the first page of the article (make sure the article title, authors' names, and the name of the journal are on that page) to the back of your RAR. If you are submitting your RAR via the *Dropbox* on Carmen, please upload a .pdf version of the article in addition to your RAR.
8. Be especially careful about plagiarism in this assignment. You are to write your own summary, not a summary copied from part of the article, the abstract, a classmate, or any other source.
9. You are expected to use correct spelling, capitalization, punctuation, and grammar. Points will be taken off for careless work, insufficient summaries, incorrect APA references, and lateness.

□ Extra Credit (EC)

There are 3 (optional) extra credit opportunities during the course (due by 11:59 pm on the day indicated on the Course Schedule). For these assignments, you should be evaluating and analyzing an example of lifespan development in the popular media. For these assignments, you are to watch a television program or movie (at least an hour long program), or read a book that explicitly deals with a life-span development topic. For example, acceptable topics include topics such as autism, gender role development, brain development, prenatal development, family development, etc. There are many such programs on Discovery Health, PBS, and the Learning Channel (check their websites for schedules of programming). There are several online options on the Carmen website that you can use (Click on *Course Content*, you'll find the videos under *Videos You Can Use For Extra Credit*). If you are unsure about the appropriateness of your media work, please ask me. Below are the guidelines for the extra credit assignments.

1. Put your name at the top right corner of your paper. Below your name, put the Extra Credit assignment number (i.e., EC #1 or #2) and the date. Use the title of the work as your heading. You don't need to provide a formal APA citation, but you should describe in the body of your paper how you found the media work or how I could easily find it (i.e., channel, date, and time of television program or title and author of book).
2. As the first part of the body of the paper, summarize the media work (about 1 page long is usually sufficient). A good tip is to write the summary as if you were describing it to someone who has never seen it or read it.
3. After the summary, relate the media work to concepts from this course. Explicitly describe how the concept relates to the media work or helps you to understand information in the media work. Underline the terms, concepts, or theories that you reference (you should have at least 3).
4. Last, give your critique. Include your opinion of the media work, any questions you have about it, problems you have with the information given, and thoughts or questions the media work provoked that it did not answer for you. Basically, show me that you are thinking critically about information given in the media work.
5. This paper should be about 2-3 pages long (double-spaced, 12-point font). You may turn in your paper in class or you may submit your paper in the Dropbox on Carmen in .doc or .pdf format.
6. You are expected to use correct spelling, capitalization, punctuation, and grammar. Points will be taken off for careless work, insufficient summaries, and not demonstrating critical thinking. No late papers will be accepted.

Each assignment is worth up to 5 extra credit points. Because this extra credit is openly offered to all students and can be done throughout the quarter, **no other extra credit will be given**. So please do not ask me during the last week of class or after the final what you can do for extra credit, because it makes me crazy!

□ Classroom Expectations

I expect you to...

- Be responsible! Keep track of your own grades. Read the book when you are supposed to. Do work outside of class. Let me know in advance if you must miss an exam. Be punctual. Don't wait until the last minute to improve your grade. Read and follow instructions. Part of being a college student is learning to be a responsible adult.
- Participate! Attend class. Ask relevant questions in class and contribute to class discussions and online discussions. Take part in class activities. Visit me during office hours. Your participation will make this class much more interesting, memorable, and fun for you and the rest of the class!
- Be considerate! Turn off your cell phone before class. Don't take up more than your chair in the classroom. I don't mind if you eat or drink during class, but please don't make a mess and don't bring smelly or crunchy food that might disturb your classmates.
- Be respectful! Don't talk when other people are taking quizzes or exams. Listen to your classmates and to me with respect and courtesy. Don't post offensive comments online or say offensive remarks in class. During class, please **do not** do homework for another class, gab with your friends, read the Lantern, text people, listen to your iPod, or do anything else not pertaining to this class. Attendance is not mandatory, and you are not doing yourself (or me) any favors by coming and not paying attention. You may also be causing a disturbance, which is rude to both your classmates and to me. If you continually do these disrespectful activities, you will be asked to leave. And it is much more comfortable to sleep at home than it is to sleep here, so if you are going to sleep through class, please stay at home.

You can expect me to...

- Be respectful of your opinions, ideas, questions, comments, and backgrounds.
- Be available if you have questions or concerns.
- Be prompt with posting of grades on Carmen. Please give me a two-day grace period for grading assignments before emailing me about your grade not being posted on Carmen. There are a lot of people in this class, so it is just not possible to post grades immediately.
- Keep you updated with important information and announcements about this course via the course webpage on Carmen. If you email me, I will do my best to respond within 24 hours. But I do have a life outside this class, so please don't expect me to respond immediately.
- Be open to your ideas, comments, and suggestions.

This classroom will be a happy haven of learning if we meet all these expectations! ☺

**Required courses
for Youth
Development Minor**

**The Ohio State University
College of Food, Agricultural, and Environmental Science
Department of Human and Community Resource Development**

AEE 642 Youth Organizations

**Spring Quarter 2010
Thursdays, Noon - 2:48 p.m.
AEE 642 U/G, Agricultural Administration Room 246
(Class # 26743) 3 credits for grade**

**Dr. Graham R. Cochran
Assistant Professor
Room 24, Agricultural Administration Building
Office Hours: Open Door Policy; please call if you would like an appointment
Phone Number: 614-688-4246 E-Mail: cochran.99@osu.edu**



Department of Human & Community Resource Development
The College of Food, Agricultural, and Environmental Sciences



Course Description & Objectives

This course is an analysis of youth organizations. Specifically, the course provides students with theories, concepts, and principles in order to assume leadership, administrative, and programmatic roles in contemporary youth organizations and associated programs. Learning activities will include readings and other assignments, class discussion, active learning, and lectures.

Students successfully completing the course will be able to:

1. Describe principles for promoting positive youth development, how principles are applied in youth programs, and outcomes of programming in youth organizations;
2. Develop an awareness of the variety of youth organizations and programming in the United States;
3. Demonstrate an ability to synthesize course content and apply it to real-life youth organizations;
4. Access and apply scholarly research and literature related to youth organizations;
5. Identify and analyze key questions and critical issues facing contemporary youth development professionals.

Required course text:

Hamilton, S. F., & Hamilton, M. A. (Eds.). (2004). *The youth development handbook: Coming of age in American communities*: Sage Publications, Thousand Oaks, Calif.

Required readings: (Other readings may be identified during the course and will be distributing in class or via Carmen.)

Cochran, G. R. & Ferrari, T. M. (2009). Preparing youth for the 21st century knowledge economy: Youth programs and workforce preparation. *Afterschool Matters*, 8, 11-25. Retrieved from http://www.robertbownefoundation.org/pdf_files/2009_asm_spring.pdf

Pittman, K. J., Irby, M., Yohalem, N., & Wilson-Ahlstrom, A. (2004). Blurring the lines for learning: The role of out-of-school programs as complements to formal learning. *New Directions For Youth Development*, 101, 19-27.

Roth, J. L., & Brooks-Gunn, J. (2003). What exactly is a youth development program? Answers from research and practice. *Applied Developmental Science*, 7(2), 94-111.

Harvard Family Research Project. (2008). *Complimentary learning* [Brief]. Retrieved from <http://www.hfrp.org/publications-resources/browse-our-publications/what-is-complementary-learning>

Harvard Family Research Project (2010). *Partnerships for learning* [News Article]. Retrieved from <http://www.hfrp.org/hfrp-news/news-announcements/partnerships-for-learning-promising-practices-in-integrating-school-and-out-of-school-time-program-supports>



Course Outline*

<u>Date</u>	<u>Topic</u>
April 1	Course Introductions, Review Syllabus, Carmen, Foundations
April 8	Youth Organizations: From Principles to Practice Reading: Text Chapters 1, 2; Roth & Brooks-Gunn, 2003 Due: Carmen Discussion Assignment #1a (prepare to discuss in class)
April 15	Youth Organizations and Youth Programs (continued) Reading: Chapter 3, other TBA on 4/8 Due: Two page paper #2a (prepare to discuss in class)
April 22	Integration of Families, Communities & Schools (How neighborhoods and schools matter for youth development) Reading: Text Chapters 6 & 10; Harvard Family Research Project (2008 and 2010); Pittman, et al. (2004) Due: Carmen Discussion Assignment #1b; Prospectus for final project #4a
April 29	Mid-term Exam (in class) The Role of Peers and Youth-adult Partnerships in Youth Organizations Reading: Text Chapter 9; other reading TBA
May 6	Juvenile Justice, Court-involved Youth, and Youth Organizations Reading: Text Chapter 4; other reading TBA Due: Carmen Discussion Assignment #1c; Final project - interview summary #4b (be prepared to discuss in class)
May 13	Youth Organizations, Work-based Learning, and Service-learning Reading: Text Chapter 7; Cochran & Ferrari (2008); Other TBA Due: Final project update #4c (via Carmen & 1 copy for peer review)
May 20	Building & Maintaining the Organization - Staffing & Funding Reading: Re-read Text pgs 65-72; Text Chapter 14 Due: One page response to review of peer's project; Presentation if scheduled
May 27	Building & Maintaining the Organization – Evaluation Reading: Text Chapter 13; other reading TBA Due: Two page paper #2b (evaluation article review and application); Article review & analysis #3 (grad only); Presentation if scheduled
June 3	Course Wrap Up - Implications for Youth Development Practice Reading: Text Chapter 15; other reading TBA Due: Presentation if scheduled; Final project paper due Monday, June 7 by 5 p.m.

*The syllabus represents the plan for the class. This plan may be adjusted as necessary as the quarter progresses. Any changes to assignments and due dates will be announced in class.



Course Requirements

1. **Attendance and class participation** (5% of grade) - Each student is expected to attend all classes. There are many reasons why class participation is considered important. Participation is more than simply attending class. Students will be expected to participate in in-class discussions and other active learning experiences. Each person's contribution is valuable. Many classes will feature guest presenters who will provide unique content in addition to what is contained in assigned readings. Class participation and attendance will count toward 5% of your final grade.
2. **Reading assignments** - Each student is expected to read all course assignments as scheduled prior to class. Your ability to participate actively in class will be influenced by your out-of-class preparation and completion of reading assignments. *Doing* the reading is only part of the assignment; you will be expected to share, reflect on, and apply the readings in class discussions and through the written assignments.
3. **Reflective writing** (assignments #1 and #2; 30% of grade) – There will be three discussion board assignments (Discussion Board Assignments #1a-c). Each will involve you addressing questions that I will provide and commenting on at least one posting by your fellow students. There will be two small papers (Two page papers #2a & #2b) that will involve you addressing questions I provide in class. Assignments should be completed and submitted via Carmen by the start of class on the day they are due.
4. **Mid-term Exam** (25% of grade) – A mid-term exam will be given out in class on April 9th.
5. **Article review and analysis** (assignment #3, graduate students only 10% of grade) – Students taking the course for graduate credit will identify 4-6 journal articles on a youth organization, youth program, or current issue for youth organizations that interests you. Write a 3-5 page paper summarizing what you learned from the articles and how you would apply what you learned to work in a youth organization. Submit via Carmen.
6. **Final Project** (assignment #4; 40% of grade; 30% for graduate students) –Portions of your project are due throughout the quarter to help you prepare for the presentation and paper. It will be important for you to work on this assignment throughout the quarter. I will distribute project guidelines in class with additional information on preparing and submitting the prospectus (#4a), interview summary (#4b), project update (#4c), presentation (#4d), and final paper (#4e).

Specific guidelines for assignments will be discussed in class and posted on the Carmen course site.



General Guidelines for All Assignments

All assignments should be word processed and have a professional appearance. Use 1" margins and double spacing, page numbers, and a 12-point font.

When submitting assignments electronically, name the document with the assignment number and your last name (e.g., *Assignment4aCochran*).

Include a cover page with the following information: your name, course number, date, title of assignment.

Use the American Psychological Association (APA) documentation style (5th or 6th edition), include both in-text citations and a references where appropriate. APA documentation style references may be found on the Center for the Study and Teaching of Writing web site at: <http://cstw.osu.edu/writingcenter/handouts/default.cfm>

Length of assignments is given as a guide. Simply meeting the page requirement is no guarantee of the quality of what is on those pages. Cover page and reference pages are not included in page length estimates.

Writing is an essential skill for success in school and in the workforce. Grammar, spelling, and organization *do* count, and they are taken into consideration in grading written assignments. Lack of these elements prevents the reader from understanding what you are trying to convey. Your insights and contributions will be diminished if you are unable to communicate them well.

Evaluation of Student Performance

<u>Assignment</u>	<u>Percent of Grade</u>
Class participation & attendance	5%
Reflective writing	30%
• Carmen discussion assignments #1a-c (60% of reflective writing)	
• 2 page papers #2a-b (40% of reflective writing)	
Mid-Term Exam	25%
Article review & analysis #3 (Grad only)	(10% grad students only)
Final Project #4	40% (30% grad students)
• Prospectus – #4a (5%)	
• Interview summary – #4b (10%)	
• Project update – #4c (5%)	
• Presentation – #4d (35%)	
• Final paper – #4e (45%)	

Grading Scale

A	94 - 100	C+	77 - 79
A-	90 - 93	C	74 - 76
B+	87 - 89	C-	70 - 73
B	84 - 86	D+	67 - 69
B-	80 - 83	D	64 - 66
		E	63 and Below

Course Policies

Attendance and Assignments: You are responsible for all readings and class discussions. When you miss a class for a legitimate reason, you are responsible for getting all the information presented in class, including changes in assignments. Please notify Dr. Cochran in advance if you expect to miss a class (an e-mail is appreciated). All students are expected to turn in assignments on their scheduled due dates. Assignments will be deducted 5% of total points awarded for each day they are turned in late. Any requests for exceptions must be submitted to me **in writing** prior to the due date

Statement of Student Rights: Any student with a documented disability who may require special accommodations should self-identify to me as early in the quarter as possible to receive effective and timely accommodations.

Academic Accommodations Statement: If you need an accommodation based on the impact of a disability, you should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format, anticipate your needs and explore the potential accommodations. I rely on the Office for Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted the Office for Disability Services, I encourage you to do so.

Academic Misconduct Statement: Academic misconduct of any kind will not be tolerated or permitted. If you have questions about what activities constitute academic misconduct, consult Faculty Rule 3335-23-04. The procedures, should suspected academic misconduct occur, will follow Faculty Rule 3335-23-14. In all cases of suspected academic misconduct, I will make every effort to inform you of the allegation (Faculty Rule 3335-23-14, #3A). All assignments and examinations must be done by individual efforts. Furthermore, it is not recommended that you share your resources if it can be construed to be academic misconduct.



The Ohio State University
College of Food, Agriculture, and Environmental Sciences
Department of Human and Community Resource Development

Youth Program Management (in Non-School Settings)

AEE 643

Spring Quarter 2009

Thursday, 12:00 - 2:48 p.m.

Rm. 104 Ag Engineering

Call # 00662-4
3 credits

Mary Beth Albright, Ph.D.
Extension Educator, Erie County

Contact Information

OSU Extension, Erie County
2900 Columbus Avenue
Sandusky, Ohio 44870

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AGR EDUC 643

Youth Program Management in Non-School Settings

Course Description

Principles, theories, and practices involved in conducting, supervising, and managing a youth program.

Course Objectives

My goal in this course is blend both theoretical and practical aspects of managing youth development programs. To achieve this goal, the course is organized to provide students real-world experience with youth program management concepts. It is impossible to prepare you with everything you need to know. Thus, students are encouraged to adopt a "learning how to learn" approach, which they will need as they assume management roles in youth development programs.

Through participation in the course, the student will:

1. Develop a foundation of knowledge related to youth development programs and program management.
2. Understand facts and ideas in the context of a conceptual framework.
3. Become familiar with relevant research and theories and use them to examine contemporary youth development programs.
4. Understand the relationship between principles and practices.
5. Apply concepts and principles of managing youth development programs by experiencing and analyzing real-life situations.
6. Consider multiple approaches to managing youth development programs.
7. Reflect on and think critically about the challenges of managing youth development programs.
8. Express ideas through verbal and written communication using appropriate technology.

Web Page & Computer Access

The course web page is located on Carmen, OSU's course management system: <https://carmen.osu.edu>. If you are unfamiliar with Carmen, there is a Student Guide available at <http://telr.osu.edu/carmen/>.

Students are expected to have access to a computer, printer, and electronic mail.

Students are expected to participate in Carmen Discussions as designated in the class schedule.

Reading Assignments

There is no text for the course. Readings are drawn from a variety of sources and are posted or linked to the Carmen course page. Some materials not otherwise available may be distributed in class.

Each student is expected to read all course assignments as scheduled prior to class.

Attendance and Class Participation

Students are expected to attend all classes. There are many reasons why class participation is considered important. Participation is more than simply attending class. Students will be expected to participate in in-class discussions and other active learning experiences. Each person's contribution is valuable.

Your ability to participate actively in class will be influenced by your out-of-class preparation and completion of reading and other assignments. *Doing* the reading is only part of the assignment; you will be expected to share, reflect on, and apply the readings in class discussions and through the written assignments. In other words, the reading assignments are the means to the end, not the end in themselves.

If students miss class, they are responsible to get all information presented in class, including changes in assignments. The Carmen course website will be updated on a regular basis.

Please notify me in advance (by email) if you expect to miss a class.

Class Schedule and Assignments

General guidelines for assignments are provided on a separate handout and will be posted on the course website.

A class schedule will be distributed that includes a week-by-week plan for the class, including topics and assignments. Revisions are expected and will be posted to the course website.

Specific assignment descriptions will be distributed in class and will be posted on the course website.

Students will submit written assignments to course Dropboxes set up on Carmen.

Late Assignments

All students are expected to complete assignments on their scheduled due dates. Points may be deducted from assignments for late submission.

Alternate dates may be considered in extenuating circumstances.

Any requests for exceptions must be submitted to me **in writing** (by e-mail) prior to the due date. If you ask me something before or after class, I will ask you to follow up by sending me an e-mail.

Diversity

AEE 643 is designed, implemented, and evaluated in a manner that promotes the acquisition and application of knowledge, skills, and dispositions necessary to help all students learn.

Statement of Student Rights

Any student with a documented disability who may require special accommodations should self-identify to the instructor as early in the quarter as possible in order to receive effective and timely accommodations.

Academic Accommodations

If you need an accommodation based on the impact of a disability, you should contact me to arrange an appointment as soon as possible. At that time, we can discuss the course format, anticipate your needs, and explore the potential accommodations. I will rely on the Office of Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted the Office for Disability Services, you are encouraged to do so.

Academic Misconduct

As the instructor, I will do everything reasonably possible to create and maintain an atmosphere of academic honesty wherein each student can perform to his or her greatest potential without the concern of being disadvantaged by the activities of other students. Ultimately, academic honesty is a personal matter. I expect that students will uphold ethical standards regarding their academic work. If students have questions about what activities constitute academic misconduct they should consult Faculty Rule 3335-23-04.

Any case of suspected academic dishonesty will be fully investigated in accordance to the Code of Student Conduct. Faculty rule 3335-5-487 will be followed in cases of academic misconduct: "Whereby instructors shall report instances of alleged academic dishonesty to the Committee on Academic Misconduct." The procedures that will be followed should suspected academic misconduct occur will follow Faculty Rule 3335-23-14.

Office Hours

My county Extension responsibilities with the Erie County 4-H program mean that I have a varied schedule from day-to-day and week-to-week.

I will try to be somewhat flexible in scheduling appointments, but realize that I live approximately 2 hours from Columbus and work about 2 ½ hours from Columbus. Email is the best means of contacting me.

Teaching and Learning Philosophy

This course is designed on the premise that teaching and learning is a process in which both students and the instructor share responsibility. I use a variety of teaching techniques to promote active learning. It is my goal to facilitate an open, respectful learning environment and provide you with meaningful ways to engage with the course concepts. While acquiring content knowledge is important, so is a lifelong learning approach, as this approach is important in the 21st century workplace. Therefore, I focus on frameworks to organize knowledge and prompting you how to think about concepts and principles, rather than teaching you everything there is to know about a topic.

Grading Scale

	100 - 94 = A	93 - 90 = A-
89 - 87 = B+	86 - 83 = B	82 - 80 = B-
79 - 77 = C+	76 - 73 = C	72 - 70 = C-
69 - 67 = D+	66 - 63 = D	62 - 60 = D-
	< 60 = E	

Summary of Assignments

Assignment	Percent of Grade	Due Date
Four Reflection Papers: <ul style="list-style-type: none">• Grant Writing• Godman Guild/Weinland Park Visit• Risk Management• Volunteer Management	40% (10% each)	April 22 April 29 May 20 May 27
Self Determined Project/Presentation	40%	June 4 (Presentation)
In Class Assignments, Class Participation, and Postings to Discussion Boards	20%	June 8 (Final Project) Each Week

COURSE SCHEDULE	
Date	Topics and Assignments
April 2 Week #1	<p>Introduction and Course Overview</p> <ul style="list-style-type: none"> • Rationale • Course Format • Course Assignments • Course management <p>Topic: Management Concepts</p>
<i>Between April 2 – April 9</i>	<p>Reading Assignments</p> <p>Deschenes, S., McDonald, M., & McLaughlin, M. (2004). Youth organizations: From principles to practice. In S. F. Hamilton, & M. A. Hamilton (Eds.). <i>The youth development handbook: Coming of age in American communities</i> (pp. 25-50). Thousand Oaks, CA: Sage.</p> <p>Hamilton, S. F., Hamilton, M. A., & Pittman, K. (2004). Principles for youth development. In S. F. Hamilton, & M. A. Hamilton (Eds.). <i>The youth development handbook: Coming of age in American communities</i> (pp. 3-22). Thousand Oaks, CA: Sage.</p> <p>Walker, J. A. (2006). <i>Intentional youth programs: Taking theory to practice</i>. New Directions for Youth Development, 112, 75-92.</p> <p>Witt, P. A., & Caldwell, L. L. (2005). 10 principles of youth development. In P. A. Witt, P. A., & L. L. Caldwell. <i>Recreation and youth development</i> (pp. 3-23) State College, PA: Venture Publishing.</p>
April 9 Class #2	<p>Topic: Youth Development Principles</p> <p>Further discussion on Self Determined Project</p>
<i>Between April 9 – April 16</i>	<p>Due: April 15th – Proposal for Self Determined Project</p> <p>Reading Assignments: TBA</p>
April 16 Week #3	<p>Topic: Grant Writing; presentation by Dr. Theresa Ferrari, Associate Professor and Extension Specialist</p> <p>Weinland Park Afterschool Program Preparation and Real Money, Real World Preparation</p>
<i>Between April 16- April 23</i>	<p>Due April 22nd – Reflection paper: Grant Writing Presentation</p> <p>Reading Assignments: TBA</p>

COURSE SCHEDULE	
Date	Topics and Assignments
April 23 Week #4	Topic: Visit to the Godman Guild & Weinland Park Afterschool Program Meet at the Godman Guild at 2:00 p.m. We should finish around 4:00 p.m.
<i>Between April 23 – April 30</i>	Due: April 29th – Reflection Paper: Visit to the Godman Guild and Weinland Park Afterschool Program Reading Assignments: Sotak, L., Ferrari, T. M., Hudson, N. W., Cochran, G., & Bridgeman, B. L. (2008). <i>Outcomes of Participation in Real Money, Real World: 2007 Statewide Evaluation</i> . Retrieved March 2008 from: http://www.ohio4h.org/workforceprep/rmrw.html
April 28 Week #5	Participate in the Real Money, Real World Simulation by OSU Extension, Franklin County for Columbus City School children Ag. Admin. Auditorium 10:00 to 1:00 p.m. <u>NOTE: This is NOT during the time our class typically meets!!</u>
April 30	NO FORMAL CLASS SESSION
<i>Between April 30 – May 7</i>	Due: May 6 – “Piece” of Self Determined Project Post comments to discussion board concerning Real Money, Real World simulation participation
May 7 Week #6	Topic: Staffing and Budgets Debrief – Real Money, Real World Simulation Experience
<i>Between May 7 – May 14</i>	Post comments to Carmen discussion board concerning staffing and budgets. Reading Assignments R. D. Herman & Associates (Eds.), <i>The Jossey-Bass handbook of nonprofit leadership and management</i> . San Francisco: Jossey-Bass. • Tremper, C., Risk management (pp. 485-508).
May 14 Week #7	Topic: Risk Management; presentation by Vicki Schwartz, Associate State Leader, 4-H Youth Development Individual Report/Updates on Self Determined Projects

COURSE SCHEDULE	
Date	Topics and Assignments
<i>Between May 14 – May 21</i>	<p>Due May 20th: Reflection Paper on Risk Management Presentation</p> <p>Reading Assignments R. D. Herman & Associates (Eds.), <i>The Jossey-Bass handbook of nonprofit leadership and management</i>. San Francisco: Jossey-Bass.</p> <ul style="list-style-type: none"> • Brudney, J. L., Designing and managing volunteer programs (pp. 279-302). • McCurley, S., Recruiting and retaining volunteers (pp. 511-534).
May 21 <i>Week #8</i>	<p>Topic: Volunteer Management; presentation by Judy Villard, Extension Educator, 4-H Youth Development</p> <p>Individual Reports/Updates on Self Determined Projects</p>
<i>Between May 21 – May 28</i>	Due: May 27th: Reflection Paper on Volunteer Management Presentation
May 28 <i>Week #9</i>	<p>NO CLASS Continue with self-determined project assignment and prepare for final presentation</p>
<i>Between May 28 – June 4</i>	Continue with self-determined project assignment and prepare for final presentation
June 4 <i>Week #10</i>	<p>Class #10 Final Thoughts on Youth Program Management</p> <p>Topic: Self-Determined Project Presentations</p>
Finals Week	Due: June 8 by Noon- Self Determined Project
<i>June 14</i>	GRADUATION

The Ohio State University
School of Physical Activity and Educational Services
College of Education & Human Ecology
PAES 542 - Lifespan Motor Development (5)
WINTER 2009

Instructor: Dr. Jackie Goodway
Office: A 260 PAES
Phone\Email: 292-8393 \ goodway-shiebler.1@osu.edu
Office Hours: Tuesday\Thursday – 11:00-12:30 and by appointment

Teaching Assistants:

Shannon Rankin rankin.126@osu.edu – G Tyree Head Start Center
Shannon Titus titus.49@osu.edu – OSU Child Care Center
Frankie Collins collins.687@osu.edu – Hubbard Elementary School

Class time: 12:30-2:18 T, R – PE 109 and Field Experience Arranged

Mission of the Educator Preparation Unit at The Ohio State University:

The *mission* of the educator preparation unit of The Ohio State University *is to prepare educators, through the generation and use of research, who are highly qualified for and who are passionate about maximizing Teacher Candidate learning across all P - 12 school age and demographic groups.*

Course Description:

A study of the continuous process of motor development and motor behavior across the lifespan. Skills will be developed in observation and analysis of locomotor, non-locomotor and manipulative skill sequences. The phylogenetic and ontogenetic factors mediating human growth and development will be discussed and applied. Relationships among growth, maturation, motor performance and the persons' context will be discussed. Developmental considerations will be discussed with respect to planning and directing movement experiences for individuals across the lifespan. Individual and gender differences will be identified and applied to movement settings. The course incorporates a 3 credit lecture and a 2 credit service-learning experience. The service-learning experience consists of weekly instruction in a community-based early childhood motor skill program or a senior recreation center. Academic concepts learned in class will be applied and utilized in the service-learning setting.

Relationship of Course to Other Courses

This course is a required part of the major of the Sport and Leisure Studies Program. There are no pre-requisite courses to enter this course.

Student Objectives/Knowledge and Skills:

By the end of the quarter students will:

- 1) Identify and apply models of motor development to lifespan movement.
- 2) Explain the principles of motor development and apply them to the learning and teaching

- of motor skills across the lifespan.
- 3) Identify the interaction between the social and cognitive domains and the potential influence on motor development.
 - 4) Identify the movement characteristics and basic skills of individuals from birth through late adulthood.
 - 5) Understand how constraints (task/performance/environment) influence motor performance.
 - 6) Discuss the influence of aging on motor skill performance and the implications to movement programming for the elderly.
 - 7) Discuss the impact of physical growth and biological maturity on the motor performance of children, youth and adults.
 - 8) Develop beginning level competency in assessing the motor performance of young children.
 - 9) Develop skills in synthesizing research material in a written, scientific form.
 - 10) Synthesize class content and make applications to the field settings in which the student is enrolled.
 - 11) Conduct a senior or child study applying concepts learned in the course.
 - 12) Present the findings of the child or senior study via a poster presentation.

Relationship to NASPE/NCATE National Standards for Teacher Candidate Performance in Physical Education to Course Assignments and Content:

Teacher Candidate's in this class will demonstrate beginning levels of performance in the following standards:

- 2.1 – Safe instruction that meets developmental needs
- 2.2 – Understand the biological, psychological, sociological, experiential and environmental factors that impact developmental readiness to learn and refine movement skills.
- 2.3 – Appropriate learning opportunities based on understanding the student

Diversity

The content of this course includes both typical and atypical development. Individuals with disabilities are discussed as part of this course. In addition, the impact of poverty and deprivation on development is discussed. Students in this course engage in a service-learning experience as part of the course. These experiences take place in diverse community sites.

Statement on Diversity

The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

The School of Physical Activity and Educational Services (PAES) is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each

individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The School of PAES prohibits discrimination against any member of the school's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

Technology

A multitude of technologies are used as part of this course including: (a) word processing, (b) excel, (c) powerpoint, (d) world wide web, (e) desk top publishing/clip art, (f) digital cameras, (h) digital camcorders, and (i) Carmen. Students who are not proficient in these technologies should seek help through the computer technology lab in A 110 PAES Building or any campus technology lab. As a result of this course:

- 1) The student will use a web-based course site to secure instructional materials and assignment guidelines.
- 2) The student will develop a poster presentation using powerpoint, and import digital pictures, clip art, and a data table into the powerpoint presentation.
- 3) The student will use a digital camera to take pictures and download these pictures for use in a powerpoint presentation.
- 4) Students in the early childhood motor skill lab will used pedometers to evaluate the physical activity of the young children.

Textbook:

Payne, V. G. & Isaacs, L. D. (2007). *Human Motor Development: A Lifespan Approach*. (7th ed.), McGraw-Hill: NY (Required). OSU Bookstore.

Class Packet:

Everything you need for the class including class notes, assignment guidelines, and powerpoints will be provided on the Carmen website. The website may be accessed at www.carmen.osu.edu . Powerpoints will be listed under the lecture heading. If you experience problems with this ask for assistance from the technology GAs in the PAES technology lab in A 110 or phone 688-HELP. If students prefer a course packet of all materials for the course including powerpoints and assignment guidelines will be available from Grade A notes at GradeAnotes.com – 614-299-9999 – 22 E. 17th Avenue, Columbus.

Course Format:

A variety of instructional activities will be utilized as part of the teaching-learning process of this course. The course format may consist of the following types of activities:

Preparation for Class: - Students are expected to complete all reading assignments for the day prior to the class time. Students should come to class prepared to discuss and apply their readings.

Lecture – All powerpoint presentations for the lecture material will be posted to the Carmen website. It is critical to the success of the student that students print and bring the powerpoint presentation notes for each day's class to class. Powerpoint notes will consist of class readings

and other related content to the topic area. The purpose of these notes is to free the student from taking notes and allow the student to interact and discuss the content of the class.

Group Activities – A variety of group activities and discussion groups will be utilized to enhance learning in this course. It is expected that all students contribute to the discussion and come to class prepared to contribute to the group.

Service Learning Field Experience - The service learning field experience allows students to engage in real world activities in the community in order to enhance their knowledge of motor development content. Students will work in a Child Care Center where they will teach an early childhood motor skill program or work in a Senior Recreation Center where they will teach seniors. All students in the PETE track of the Sport and Leisure Studies degree program **MUST** take the early childhood option of the service learning experience in order to meet the licensure standards for the program. Students in both sites will reflect on their activities in this site across the course via journals and a culminating developmental case study. See a detailed description of this experience below.

*****REQUIREMENT FOR SERVICE LEARNING EXPERIENCE** – All students enrolled in the Early Childhood sites (OSU CCC, G Tyree Head Start Center, or Hubbard Elementary) are required to have a federal and BCI background check completed and be acceptable, along with a negative TB test prior to engagement in the course. This is a prerequisite of the course in order that we can meet State of Ohio guidelines for working with children in child care centers. Any student not meeting this requirement will be dropped from the class.

Participation & Absence from Class – Daily participation is expected and integral to the student's success in learning this content. A class sign-in sheet will be handed around each class period. Students are responsible for making sure they sign this sheet and this will constitute documentation of a student's attendance. Students are given one "free day" for which they will not receive a penalty. After this one absence students will receive a deduction of 5 points per class for every subsequent absence. If a student has a death in the family, religious holiday or performs for the university at a sanctioned event (e.g. athletics) then absences will not be counted given appropriate documentation. All student athletes must provide in writing in the first week of class a full list of all days they will be absent from class on university letterhead and signed by the coach. Students who are sick must provide a written letter from their doctor in order to receive credit for the class. Other absences from class as a result of extenuating circumstances may be made up at the discretion of the instructor and appropriate documentation. Students who miss class for any reason will be held responsible for all content covered that day. All content and assignments that are missed under these circumstances must be made up. Late arrival and early departure will result in a 2.5 point deduction from the class grade.

Course Evaluation and Assignments

Fundamental Motor Skill Observation Assessment - Students will complete an assessment of two children via a videotape assessment procedure. The students' ability to determine developmental level of fundamental motor skills will be determined from this assignment.

Exams - Students will be given a midterm and final exam covering the class content. The exams will consist of short answer, essay, multiple choice, true-false, and matching. EXAMS MAY ONLY BE MADE UP AT THE DISCRETION OF THE INSTRUCTOR DUE TO AN EXTENUATING CIRCUMSTANCE.

Toy Assignment - Students will visit a toy store. They will examine gender-role stereotyping and ethnic stereotyping with respect to the packaging and marketing of toys to children of a specific gender and ethnicity. Students will consider the impact of stereotyping on promotion of movement and motor development. (Group assignment)

Journals – The intent of the Service-Learning experience is to connect the content of the course to the observations and activities in the field site. In order to do this, students will respond to specific questions connecting the content of the course to the field site observations. Late journals will receive a zero and may not be made up unless the instructor determines there are extenuating circumstances.

Child OR Senior Case Study – A child or senior will be identified for a student. This child or senior will be the person that the student will follow over the quarter. The student will assess the motor skill development of the child or senior and produce a poster presentation of the developmental level of this individual.

Presentation of Case Study – Students will present the findings of his/her child study to the rest of the class as part of a poster presentation on the last class of the quarter.

Participation in Group Activities – Students will engage in a variety of group activities. Students will receive points for engagement in these activities.

Professional Engagement in Lab – Students will be evaluated on their engagement in the lab sessions by the Lab supervisor.

Further guidelines including grading rubrics will be provided on the Carmen web site for each of these assignments. Any assignments turned in after the due date and/or not following the specified guidelines of the assignment will receive a zero.

Service-Learning Experience

As a mandatory part of the course (2 credits), students will engage in a community-based activity program. Guidelines for the Early Childhood and Senior experience may be found on the Carmen website.

Early Childhood Motor Skill Program

In this program students will instruct motor skills to preschool and kindergarten children. The focus of the program is on fundamental motor skill development. Students will directly teach small groups of students under the supervision of a Teaching Assistant and/or Professor. The time for this program is below.

Group	Time	Place of Instruction	Day of Instruction
Group 1	8:40am-11:05am	OSU Child Care Center	Tuesday
Group 2	9:45am-11:35am	Hubbard Elementary	Tuesday
Group 3	8:40am-11:30am	G Tyree CDC Learning Center	Thursday

Schedule OSU Child Care Center

- 8:40-9:00 Prepare for class, get equipment ready, go over lesson plan & child study assignment
- 9:00-9:30 Preschool Class 1
- 9:30-10:00 Preschool Class 2
- 10:00-10:30 Preschool Class 3
- 10:30-11:00 Preschool Class 4
- 11.00-11.10 Debrief

Schedule Hubbard Elementary

- 9:45-10:00 Prepare for class, get equipment ready, go over lesson plan & child study assignment for the day
- 10:00-10:40 Preschool Class
- 10:45-11:25 Preschool Special Needs Class
- 11:25-11:35 Debrief

Schedule G Tyree CDC Learning Center

- 8:40-9:00 Prepare for class, get equipment ready, go over lesson plan & child study assignment
- 9:00-9:30 Preschool Class 1
- 9:35-10:05 Preschool Class 2
- 10:10-10:40 Preschool Class 3
- 10:45-11:15 Preschool Class 4
- 11.20-11.30 Debrief

Senior Physical Activity Program

In this program students will work with seniors who attend the senior recreation center. Instruction may range across personal training in the weight room, assisting with strength and condition classes, walking programs, or other related activities.

Gille Senior Recreation Center	Monday – Friday	Various times and activities to be determined in conjunction with center staff and student
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Guidelines for Involvement with the Service Learning Experience

The participation in the service learning experience involves commitment from both Ohio State University students and the programs working with us. For this experience to be a positive for both groups in the collaborative relationship, it is important that the following guidelines are maintained:

- 1) Students must dress professionally and appropriately for their physical activity setting. Tennis shoes must be worn and clothing should allow movement and demonstration. Students should not wear clothing that is ripped (e.g. torn jeans) or t-shirts with inappropriate logos (e.g. advertising alcohol, tobacco, or using vulgar words).
- 2) **Students must attend all sessions.** No absences will be tolerated or allowed to be made up. For every absence from the service learning program, the student's entire course grade will be dropped one entire grade (e.g. from an A to a B). If a student is unable to make the program due to illness or family emergency, the instructor must be contacted ahead of time (or as soon as possible) and documentation must be provided. Late arrival or early leaving from the program will result in a drop of one-part of a letter grade for each occasion (e.g. from A to A-).
- 3) Journals must be turned in at class on the date indicated on the syllabus. No late journals will be accepted. Any late journals will receive a zero.
- 4) Students should act respectfully and responsibly in the setting. Any complaints of inappropriate behavior and unprofessional behavior will be dealt with severely in accordance with the SLS professionalism policy.
- 5) Students will respond to all emails from the Teaching Assistant and/or instructor in charge of the setting.
- 6) Students will alert the instructor and/or their Teaching Assistant of any potential concerns in the community setting. It is the responsibility of the student to communicate any aspect of the experience that may impact the student's success in this course as soon as the issue occurs.

Students must participate in 9 service learning sessions and sign-in at the beginning of the class. Any student not meeting this requirement will receive an incomplete in the course and arrangements made for the student to complete the service-learning experience in another quarter.

Evaluation

Toy Assignment	30
Exam #1 - Midterm	80
FMS Assessment - Midterm	20
Exam #2 - Final	100
Field Observations - Journal	60
Senior Study/Child Study	100
Presentation of Case Study	60
Participation in group activities	30
Professional engagement in lab	45
Total	525 points

Grading Scale

A = 94 - 100%	C = 73 - 76%
A- = 90 - 93%	C- = 70 - 72%
B+ = 87 - 89%	D+ = 67 - 69%
B = 83 - 86%	D = 63 - 66%
B- = 80 - 82%	E = 62% or below
C+ = 77 - 79%	

In order to do well in this class students are expected to meeting the following guidelines:

- 1) Attend class and be on time.
- 2) Bring powerpoint notes to class.
- 3) Read assigned reading prior to class.
- 4) Ask questions and be ready to discuss content in the class.
- 5) Seek help from the instructor and other students to support your learning.
- 6) Help create a supportive learning environment for others by interacting with your instructor and peers in a supportive and professional manner – inappropriate interactions or language with peers and/or the instructor will not be tolerated.
- 7) Act in a professional and courteous manner in your field sites including professional dress and language.
- 8) All assignments and work that is turned in must be typed in a word processing program in 12 point type and double spaced. It is expected that all work be proof read for grammatical and typographical errors.
- 9) Follow the guidelines of all assignments. Label each part of the assignment as indicated in the assignment guidelines and answer the assignment in order.

Academic Conduct & Misconduct

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Special Accommodations

I will be happy to work with any student needing special accommodations. Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; <http://www.ods.ohio-state.edu/>. Please make sure that students know they will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

Grievances and Solving Problems

According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by *speaking first with the instructor or professor*: Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first *to the supervising instructor*, then to the chairperson of the assistant’s department. “

Tentative Course Outline

Date	Topic	Assignment
Introduction and Correlates of Motor Development		
Week 1 Tu – Jan 6 th	Review syllabus Go over field experience assignments	
Th – Jan 8 th	Orientation for field experience	
Week 2 Tu – Jan 13 th	Introduction to motor development: Definition & importance of MD Models of MD Principles of MD	Ch. 1 - pp. 1-22
Th – Jan 15 th	Cognitive Development Application of cognitive development to motor programming	Ch. 2 - pp. 24-43
Week 3 Tu – Jan 20 th	Social Development Application to motor programming	<i>Toy Assignment Given</i> Ch. 3 - pp. 45-73
Development of Involuntary & Voluntary Movement Skills		
Th – Jan 22 nd	Infant Reflexes and Stereotypies Effects of Early Stimulation and Deprivation	Ch. 9 - pp. 235-256 Ch. 5 - pp. 107-131
Week 4 Tu – Jan 27 th	Video of Infant Reflexes Voluntary Movements of Infancy	Ch. 10 - pp. 257-274 <i>Journal 1 due</i>

Date	Topic	Assignment
Th – Jan 29 th	Locomotor skills Object control skills	<i>Toy Assignment Due</i> Ch. 12 - pp. 299-326 Ch. 13 - pp. 328-358 (Gymnasium activities)
Week 5 Tu – Feb 3 rd	Task analysis and instruction of FMS Assessment of FMS Review of Videotape of FMS	Ch. 16 - pp. 429-459 (not all of Ch.) (Gymnasium activities)
Th – Feb 5 th	Introduction to Stage Theory Implications of FMS stages to movement programming	Ch. 17 - pp. 461-478
Week 6 Tu – Feb 10 th	Motor performance in adult & aging populations Midterm - FMS Video tape exam	Ch. 15 - pp. 392-426 <i>Journal 2 due</i>
Physical Growth & Maturation		
Th – Feb 12 th	Written Midterm Exam	
Week 7 Tu – Feb 17 th	Dynamic Systems explanation of FMS development	Ch. 1 - pp. 14-17
Th – Feb 19 th	Prenatal Development Prenatal development & exercise during pregnancy	Ch. 4 - pp. 75-104
Week 8 Tu – Feb 24 th	Influence of Teratogens & Relevance to Parenting & Teaching	Ch. 4 - pp. 75-104 BRING YOUR BOOK TO CLASS
Th – Feb 26 th	Growth During Infancy & Childhood Intra-sex Differences in Growth Inter-sex Differences in Growth	Ch. 6 - pp. 133-168
Week 9 Tu – March 3 rd	Measuring Physical Growth Skeletal Age & Growth Charts	<i>Journal 3 due</i>
Th – March 5 th	Physical Growth/Decline in Adult & Aging Populations	Ch. 15 - pp. 392-426
Week 10 Tu – March 10 th	Poster presentations of child and senior study	
Th – March 12 th	Final exam	12:30 pm -2:18 pm

The Ohio State University
College of Social Work
Spring, 2010

COURSE NUMBER: SW 310

MEETING TIME: Spring Quarter, 2010,
2 hour, 18 minutes twice a week
Room XX, Stillman Hall and local
gym/recreation setting

OFFICE HOURS: XXX

INSTRUCTOR:

Dawn Anderson-Butcher, Ph.D., LISW
Associate Professor
340B Stillman Hall
(O) 614-292-8596; (H) 614-734-0333
E-Mail: anderson-butcher.1@osu.edu
FAX: 614-292-6940

COURSE TITLE: Prevention and Youth Development through Sport, Recreation, and Play

LEVEL OF INSTRUCTION: Undergraduate (U)

PREREQUISITE: Sophomore, junior, or senior standing or by permission of instructor

CREDIT HOURS: 5 credit hours

COURSE DESCRIPTION:

Based in ecological theory, this course focuses on how characteristics of individuals, families, peer systems, schools, neighborhoods and other environmental contexts contribute to the development of social, academic, and health-related problems among youth. Students will learn to apply the knowledge and skills of generalist social work practice from a risk and resilience perspective to guide the design and delivery of prevention and youth development programs in sport, recreation, and play settings. Strength-based, positive youth development strategies will be emphasized. Diversity factors such as age, gender, race, ethnicity, or sexual orientation will be critically analyzed as they relate to risk and positive developmental outcomes.

COURSE OBJECTIVES:

Upon satisfactory completion of this course, students will:

1. Understand and assess the various risk factors that contribute to social, academic and health-related problems among youth, as well as protective factors that promote positive youth development using a risk and resilience framework.

2. Understand how participation in evidence-based prevention and youth development programs/activities contributes to positive developmental outcomes for youth.
3. Apply theory and knowledge related to human behavior and the social environment to guide the design, implementation, and evaluation of evidence-based prevention and youth development programs/activities in sport, recreation, and play settings.
4. Understand the role of social work ethics and ethical decision-making in work with youth in sport, recreation, and play settings.
5. Understand differences in risk and protective factors by child age, gender, race or ethnicity, or sexual orientation.
6. Demonstrate sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

REQUIRED TEXT AND READINGS:

Fraser, M.W. (2004). *Risk and resilience in childhood: An ecological perspective*. Washington, DC: NASW Press.

Additional readings will be required as indicated in the syllabus and are available via Carmen. Please contact the instructor if you have trouble accessing these readings.

TYPE OF INSTRUCTION:

Seminar, discussion sessions, some lecture, guest lecturer presentations, small group exercises, and student presentations.

Each week there also will be some type of experiential, practice-based learning experience where we apply content learned in class in a “real-life” setting. In some instances this will involve site observations in the field. In others it will include hands-on skill-building exercises outside or in the gym/recreational facility.

EXPECTATION OF STUDENTS:

Students will be expected to demonstrate considerable knowledge and understanding of the concepts, principles and background information reflected in the course outline. These expectations will be evaluated through project assignments, papers or examinations, and the instructor's judgment of the quality of participation and contribution to class learning by each student. Students also are expected to complete required assignments on time.

METHOD OF COURSE EVALUATION BY STUDENTS:

Students will evaluate the course by standard university evaluation forms, the Student Evaluation of Instruction (SEI). In addition to the use of the SEI, instructors may construct special questionnaires to assist them in monitoring the effectiveness of their instructional practices.

COLLEGE INCOMPLETE POLICY:

"I" (Incomplete) course grades will be considered only in relation to emergency and hardship situations, and a request for such a grade option must be discussed prior to final exam week. A date for completion of the incomplete work will be established. University policies governing the circumstances under which "I" grades are given and deadlines for completion will be adhered to. The final mark for incomplete work must be submitted by the sixth week of the quarter following the quarter in which the "I" was received.

However, students should note that when an "I" with an alternate grade of "E" is assigned in a course which is prerequisite to a course the student must take the next quarter, the course requirements for the "I" must be completed by the second week of the next quarter.

ACADEMIC MISCONDUCT:

The College of Social Work supports fully the University standards on Academic Misconduct. Students are responsible for following University rules (3335-31-02-b) in all academic work. These rules can be found in the Master of Social Work Program Handbook, 1994-95, and the University handbook. This includes, but is not limited to: following course rules, no use of unauthorized information or assistance, no plagiarizing, no falsification, fabrication or dishonesty in reporting research, and no alteration of grades or University forms. Faculty are strictly bound to report suspected cases of Academic Misconduct.

STUDENTS WITH DISABILITIES:

If you have questions about accessibility or need accommodations for a disability, please contact the instructor in person, by telephone (292-8596) or e-mail (anderson-butcher.1@osu.edu).

Note: This publication/material is available in alternative

formats upon request at www.ods.ohio-state.edu. Please contact Ms. Brenda Davidson, MSW Office, 301 Stillman Hall, 292-7684 regarding services through the Office for Disability Services.

COURSE REQUIREMENTS:

- 15% Program Site Observations**
- 30% Group Project**
- 35% Program Design Paper**
- 20% Participation/Engagement in Class**

Program Site Observations and Involvement (15 points): Programs/services to address risk factors and develop protective factors exist in schools, community-based organizations, after-school programs, treatment programs, faith-based organizations, and other social settings. In order to facilitate a better understanding of this approach, class participants will observe three different social work program/services in prevention, youth development and/or sport settings. A site observation form (to be distributed in class) will be filled out and turned in to the instructor upon completion of a site observation. Please note the observation form will need to be signed by a program administrator/staff at the organization where the observation was completed. Each site observation is worth 5 points.

Group Project (30 points): This project is designed to facilitate a comprehensive understanding of the various risk and protective factors that contribute to various social, academic and health-related problems among youth. It builds directly from readings in the text that use a risk and resilience framework to explore:

- Child Maltreatment (Chapter 4)
- School Failure (Chapter 5)
- Developmental Vulnerability in Young Children with Disabilities (Chapter 6)
- Alcohol and Other Drug Use (Chapter 7)
- Delinquency and Conduct Disorder (Chapter 8)
- STDs and Pregnancy (Chapters 9 and 10)
- Depression and Suicide (Chapters 11 and 12)

The instructor will assign groups comprised of 3-4 students. A topic from the above list will be assigned to each group. Each group will, in turn, create a 1-2 page handout containing the following content (the use of tables is strongly encouraged):

- Describe the problem and the various risk and protective factors that contribute to it (10 points)
- Explore differences in risk and protective factors based on age, gender, race or ethnicity, and sexual orientation (10 points)
- Discuss implications for social work prevention and youth development initiatives (10 points)

The group also will facilitate a 10 minute discussion in class related to one of the seven topic areas. Please be sure to make copies of the group's handout for distribution to fellow class members on the day of the presentations.

Program Design Paper (35 points): This paper is designed to promote the application of the theories, research, and concepts covered in class within prevention and youth development programs/activities in sport, recreation, and play settings. For this final assignment, each student will independently design an evidence-based program/initiative that addresses key risk factors and develops important protective factors within a certain targeted youth population. The ultimate aim is to promote positive youth development and prevent/deter problem behaviors. Each program must incorporate some form of sport/recreation/play within its overall design. The program also must take into account important differences in risk and protective factors by age, gender, race or ethnicity, or sexual orientation. Be sure to address potential ethical dilemmas, as well as incorporate important recruitment and retention strategies relevant to the program/activity and its targeted population.

Participation/Engagement in Class (20 points): Students are expected to engage in class, especially given that ample amounts of class time will be focused on fostering student-to-student interactions, group dialogue/discussion, and applied, experiential learning and application. Participation is a pre-requisite to engagement. Both are expected. You'll find out more about why once we "dig" into the course material.

COURSE OUTLINE:

WEEK ONE: INTRODUCTION AND COURSE OVERVIEW

- Introductions
- Course Expectations
- Youth Indicators
- Social Work Mission, Values, and Youth Work
- Student Reflection on Past Experiences and Opportunities

Lawson, H.A., & Anderson-Butcher, D. (2000). The social work of sport. In C. Simard, G. Thibault, C. Goulet, C. Pare, & F. Bilodeau (Eds.), *Sport for all and governmental policies* (pp. 480-489). Quebec, CA: International Olympic Committee.

WEEK TWO: THE ECOLOGICAL PERSPECTIVE AND RISK AND RESILIENCE

- Ecological Perspective
- Risk and Resilience Framework
- Positive Youth Development and Strengths-Based Practice
- Developmental Assets
- Multi-systems Approaches for Social Work Prevention and Youth Development

Readings:

Amodeo, M., & Collins, M.E. (2007). Using a positive youth development approach in addressing problem-oriented youth behavior. *Families in Society*, 88(1), 75-85.

- Benson, P.L. (2007). Developmental assets: An overview of theory, research, and practice. Chapter 2; pp. 33-58). In R.K. Silbereisen & R.M. Lerner (Eds), *Approaches to positive youth development*. Thousand Oaks: Sage.
- Fraser, M.W. (2004). The ecology of childhood: A multi-systems perspective. In Fraser, M. (Ed) *Risk and resilience in childhood: An ecological perspective (2nd ed.)* (pp. 1-12). Washington, DC: NASW Press. (Chapter 1)
- Fraser, M. W., Kirby, L. D., & Smokowski, P. R. (2004). Risk and resilience in childhood. In Fraser, M. W. (Ed.) *Risk and resilience in childhood: An ecological perspective (2nd ed.)* (pp. 13-66). Washington, DC: NASW Press. (Chapter 2)
- Larson, R. (2000). Toward a psychology of positive youth development. *American Psychologist*, 55(1), 170-183.

WEEK THREE:

Risk and Protective Factors
 Evidence-Based Practices
 Ethical Decision-Making
 Assessment of Risk and Assets

Readings:

- Fraser, M.W., & Galinsky, M.J. (2004). Risk and resilience in childhood: Toward an evidence-based model of practice. In Fraser, M. W. (Ed.) *Risk and resilience in childhood: An ecological perspective (2nd ed.)* (pp. 385-402). Washington, DC: NASW Press. (Chapter 13)
- Mallon, G.P. (1997). Basic premises, guiding principles, and competent practices for a positive youth development approach to working with gay, lesbian, and bisexual youths in out-of-home care. *Child Welfare*, 76(5), 591-609.
- Nash, J. K., Randolph, K. A. (2004). Methods in the analysis of risk and protective factors: Lessons from epidemiology. In Fraser, M. (Ed) *Risk and resilience in childhood: An ecological perspective (2nd ed.)* (pp. 67-88). Washington, DC: NASW Press. (Chapter 3)
- Kretzmann, J.P., & McKnight, J.L. (1993). *Building communities from the inside out: A path toward finding and mobilizing a community's assets*. Chicago: Center for Urban Affairs and Policy Research. (reading to be passed out in class)

WEEK FOUR AND FIVE: RISK AND PROTECTIVE FACTORS FOR VARIOUS PROBLEM BEHAVIORS

Group Presentations: Child Maltreatment; School Failure; Disabilities; Alcohol and Other Drug Use; Delinquency and Conduct Disorder; STDs and Pregnancy; Depression and Suicide (Chapters 11 and 12)
Designing and Evaluating Quality Programs

Readings:

Anderson-Butcher, D., Lawson, H.A., Bean, J., Kwiatkowski, A., Boone, B., et al. (2004).

Designing quality programs. *Ohio Community Collaboraiton Model for School Improvement Implementation Guide*. Columbus, OH: College of Social Work, Ohio State University.

Anderson-Butcher, D., Midle, T., Hansford, C., Fallara, L., & Grotevant, S. (2004). Raising the Bar. *School-Age Review*, 7, 4-12.

Nation, M., Crusto, C., Wandersman, A., Kumpfer, K.L., Seybolt, D., Morrissey-Kane, E., & Davino, K. (2000). What works in prevention: Principles of effective prevention programs. *American Psychologist*, 58(7), 449-456.

Stodolska, M., Acevedo, J.C., Shinew, K. (2008). Gangs of Chicago: Perceptions of crime and its effects on the recreation behavior of Latino residents in urban communities. *Leisure Sciences*, 31(5), 466-482.

Recommended Reading:

W.K. Kellogg Foundation. (2004). *Using logic models to bring together planning, evaluation, and action: Logic model development guide*. Battle Creek, MI: Author.

WEEK SIX: PRINCIPLES OF COMPREHENSIVE POSITIVE YOUTH DEVELOPMENT PRACTICES

Characteristics of Effective Programs
Principles of Positive Social Settings
Recruiting and Retaining Youth Involvement
Assessing Quality Design Features

Readings:

Anderson-Butcher, D., Iachini, A., & Wade-Mdivanian, R. (2007). Ohio-Quality Assessment

- Rubric. Columbus, OH: College of Social Work, Ohio State University.
- Anderson-Butcher, D. (2005). Recruitment and retention in youth development programming. *Prevention Researcher, 13*(2). 3-6.
- Eccles, J. and Gootman, J.A. (2002). Features of positive developmental settings. In Eccles & J.A. Gootman (Eds) *Community Programs to Promote Youth Development* (pp. 86-119). Washington, DC: National Academies Press.
- Fraser-Thomas, J.L., Co'te', J., & Deakin, J. (2005). Youth sport programs: An avenue to foster positive youth development. *Physical Education and Sport Pedagogy, 10*(1), 19-40.
- Holt, N. L. & Sehn, Z. L. (2008). Processes associated with positive youth development and participation in competitive youth sport. In Holt, N. L. (Ed.), *Positive Youth Development Through Sport* (pp. 24-33). New York: Routledge.

WEEK SEVEN: THEORY INTO PRACTICE: EXTRACURRICULUR ACTIVITIES AND AFTERSCHOOL PROGRAMS

Afterschool Programs
 Extracurricular Activities
 Self-Determination Theory
 Initiative-Building Concepts

Readings:

- Ryan, R.M., & Deci, E.L. (2000). Self determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist, 55*(1), 68-78.
- Halpern, R. (1999). After-school programs for at-risk youth. *The Future of Children: When School is Out, 9*(2), 81-95.
- Halpern, R., Barker, G., & Mollard, W. (2000). Youth programs as alternative spaces to be: A study of neighborhood youth programs in Chicago's west town. *Youth & Society, 31*(4), 496-506.
- Fredricks, J.A., & Eccles, J.S. (2006). Is extracurricular participation associated with beneficial outcomes: Concurrent and longitudinal relations. *Developmental Psychology, 42*(4), 698-713.

WEEK EIGHT: THEORY INTO PRACTICE: SPORT-RELATED PROGRAMS

Sport as Context for Positive Youth Development
Social and Life Skill Development through Sport
Disparities

Readings:

- Anderson-Butcher, D., Newsome, W.S., & Nay, S. (2003). The impact of a social skills intervention during elementary school recess: A visual analysis. *Children & Schools*, 25(3), 135-146.
- Côté, J., Strachan, L., & Fraser-Thomas, J. (2008). Participation, personal development, and performance through youth sport. In Holt, N. L. (Ed.), *Positive Youth Development Through Sport* (pp. 34-45) New York: Routledge.
- Petitpas, A.J., Cornelius, A.E., Van Raalte, J.L., and Jones, T. (2005). A framework for planning youth sport programs that foster psychosocial development. *The Sport Psychologist*, 19, 6-80.
- Hellison, D. (2003). *Teaching Responsibility Through Physical Activity (2nd ed.)* (pp. 3-38; 55-79). Champaign, IL: Human Kinetics.
- Theokas, C., Danish, S., Hodge, K., Heke, I., & Forneris, T. (2008). Enhancing life skills through sport for children and youth. In Holt, N. L. (Ed.), *Positive Youth Development Through Sport* (pp. 71-81). New York: Routledge.
- Whitt-Glover, M., Taylor, W., Ffloyd, M.F., Yore, M.M., Yancey, A.K., & Matthews, C. E. (2009). Disparities in physical activity and sedentary behaviors among US children and adolescents: Prevalence, correlates, and intervention implications. *Journal of Public Health Policy*, 30, S309-S334.

WEEK NINE: EXAMPLE PROGRAM MODELS

Youth Leadership and Community Service
Mentoring
Faith-Based Organizations
Summer Programs/Activities

Readings:

- Anderson-Butcher, D., Wade-Mdivanian, R., Boester, A., & Davis, J. (2009). *Learning in Fitness and Education (LiFE) Sports*. Columbus, OH: College of Social Work, Ohio

State University (to be distributed in class).

Cravens, J. (2003). Online mentoring: Programs and suggested practices. *Journal of Technology in Human Services*, 21(1/2), 85-109.

Ferguson, K.M., Wu, Q., Dryness, G., & Spruijt, M.D. (2007). Perceptions of faith and outcomes in faith-based programs for homeless youth: A grounded theory approach. *Journal of Social Service Research*, 33(4), 25-43.

Teasley, M.L., Tyson, E., & House, L. (2007). Understanding leadership development in African American youth. *Journal of Human Behavior in the Social Environment*, 15(2/3), 79-98.

Taylor, A.S., LoSciuto, L., Fox, M., Hilbert, S.M., Sonkowsky, M. (1999). The mentoring factor: Evaluation of the Across Ages' intergenerational approach to drug abuse prevention. *Children & Youth Services*, 20(1/2), 77-99.

Please also review the Partnership for 21st Century Skills website:

http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=119

WEEK TEN: WHAT DOES THIS MEAN FOR LEADERS WORKING WITH YOUTH IN SOCIAL SETTINGS?

Roles/Responsibilities as Social Workers, Youth Workers, and Coaches
 Linkage to Positive Developmental Outcomes
 Final Conclusions
 Student Evaluations of Instruction

Readings:

Anderson-Butcher, D., Cash, S.J., Saltzburg, S., Midle, T., & Pace, D. (2004). Institutions of youth development: The significance of supportive staff-youth relationships. *The Journal of Human Behavior in the Social Environment*. 9(1/2), 83-99.

Hellison, D., Martinek, T., & Walsh, D. (2008). Sport and responsible leadership among youth. In Holt, N. L. (Ed.), *Positive Youth Development Through Sport* (pp. 49-60). New York: Routledge.

Kay, T., & Bradbury, S. (2009). Youth sport volunteering: Developing social capital? *Sport, Education & Society*, 14(1), 121-140.

Martinek, T., & Hellison, D. (1997). Fostering resilience in underserved youth through physical activity. *Quest*, 49, 34-49.

Petitpas, A. J., Cornelius, A., & Van Raalte, J. (2008). Youth development through sport: It's all about relationships. In Holt, N. L. (Ed.), *Positive Youth Development Through Sport* (pp. 61-70). New York: Routledge.

THE OHIO STATE UNIVERSITY
College of Human Ecology
Department of Human Development and Family Science
HDFS 362--Middle Childhood and Adolescence
Winter 2007

Instructor: Christine Brockway Creagh, M.S.
Mailbox: 135 Campbell Hall
Telephone: 292-7705 (HDFS office number, a written message can be left in my mailbox)
E-Mail: Creagh.6@osu.edu This is the best way to contact me
Office Hours: After class and by appointment

Teaching Assistant: Atika Khurana
Office: 155 Campbell Hall
E-mail: Khurana.6@osu.edu

REQUIRED TEXT:

Blume, L.B. & Zembar, M.J. (2007). Middle childhood and middle adolescence: Development from ages 8 to 18. Upper Saddle River, NJ: Pearson Education, Inc.

COURSE DESCRIPTION:

The purpose of this course is to introduce students to the current theory and research on middle-childhood and adolescent development. The course will examine cognitive growth, social-emotional changes, language acquisition and physical maturation in both of these periods of the life span. In addition, the course will stress research methodology and the influence of culture on development during these years of life.

COURSE OBJECTIVES:

1. To demonstrate a thorough understanding of development during middle childhood and adolescence.
2. To demonstrate an understanding of how various developmental theories apply to children during these years of life.
3. To become more familiar with the current research in the field of middle childhood and adolescent development, including a critical analysis of this research.
4. To demonstrate an understanding of how research, theory and daily practice are related.
5. To become familiar with the influence of culture on development during the middle childhood and adolescent years.

ACADEMIC MISCONDUCT:

I strictly uphold the academic misconduct guidelines requiring that "Each instructor shall report to the committee on Academic Misconduct all instances of what he/she believes to be academic misconduct." Details regarding what constitutes academic misconduct are in the Student Handbook. Please contact me if you have questions.

DISABILITY SERVICES:

Anyone who feels he/she may need an accommodation based on the impact of a disability should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format, anticipate your needs and explore potential accommodations.

COURSE REQUIREMENTS:

Please note: The assignments in this class are designed for educational purposes only and shall not be used for publication or a scholarly presentation outside this classroom.

1. **Writing assignment.** Each student is to complete a writing assignment for the class. This assignment is comprised of **THREE** parts.

Part 1 (10 points): Select a topic from the textbook. Using this topic, develop a specific question that looks at how one aspect of middle childhood or adolescent development may impact another aspect of development (in other words, a potential correlation). The question, and its rationale, should be approximately one-half page in length and must be turned in to the instructor by the end of the third week of the quarter. You should include your research question and its rationale. For the rationale, you could answer the following: (let's assume your topic is "How does involvement in athletics affect academic achievement in adolescence?") Why is your topic important to you? (ex. You were a student athlete and you feel like it helped make you a more disciplined student, overall) Why is it important in general? (ex. Your preliminary research shows that involvement in athletics may serve as a protective factor for children, especially those who are at risk for academic failure) What recent trends make it important to study today? (ex. School funding issues have led to a decrease in the amount we put toward athletic programs, Some people feel that athletics are a 'waste of time' and take away from the 'real' subjects) You could elaborate a little more on each of these.

Part 2 (35 points): After the research question has been approved by the instructor, each student will **CRITICALLY EVALUATE ONE JOURNAL ARTICLE** by answering the questions listed below. Answer these questions in your own words. Normally you should cite an article whenever you use the information from it, but for the purpose of this assignment, use citations only if you use a direct quote. Do **NOT** use an article that largely or wholly summarizes the results of studies originally reported elsewhere). **IMPORTANT:** Label each section using the labels found below.

1. **REFERENCE**
 - Correctly site the article using APA style of referencing.
2. **OBJECTIVES**
 - What are the objectives of the study (the purpose of the study)?
3. **RESEARCH QUESTIONS/HYPOTHESES**
 - What are the research questions or hypotheses the author(s) intend to investigate?
4. **SAMPLE**
 - Describe the research sample (ex. Sample size, race, gender, age).
5. **METHODS**
 - Describe the research methods (ex. How were interviews/questionnaires/observations used).
6. **RESULTS**
 - Briefly describe the results of the study.
7. **CONCLUSIONS**
 - Do the author's conclusions address his/her original objectives?
8. **CRITIQUE**
 - No study is perfect. What weaknesses can you identify in this study? How might these weaknesses bias the results?

Part 3 (35 points): INTERVIEW ONE PERSON ('an expert') ON THE TOPIC YOU HAVE CHOSEN. For example, if you are investigating the relationship between involvement in sports and academic success, you may wish to speak to an experienced coach at a local high school. Please consider the degree of experience your expert has when making your choice (ex. One woman who had anorexia as a teen is probably not as knowledgeable as a nutritionist who has worked closely with many teens with eating disorders or A student who has done FEEP is not as knowledgeable as someone who has been a teacher for many years.). Please tell the person you are interviewing that his/her responses will only be used for the purpose of the class assignment.

Before the interview, you will need to come up with 10 to 12 questions to ask the expert. As a guide, you can look to the article you reviewed to determine what kinds of questions those authors asked in their study. You should start with broad questions and move to more narrow questions. For example:

Demographic Information (occupation, how long, other experience, etc)

How do you define a friend?

What is involved in the development of a friendship?

What prevents friendships from developing?

In your opinion, do middle childhood children create lasting friendships? If so, how?

In your opinion, are MC children selective in building friendships?

In your opinion, what are the most important criterion for friendship development in MC?

Are MC children jealous of other friendships. If so, how do they act out?

Are there identifiable leaders in friendships? If so, how can you tell?

In what ways do friends force friends to conform to the norms of a classroom?

Your interview should, ideally, be done in person. If this is not possible, please conduct your interview over the telephone. Please do not just write your questions down and have your interviewee answer the questions in writing. You will submit:

- A neatly typed, 2 full page summary of your interview
- The notes you took during your interview (these should be in their original, rough format)
- A neatly typed list of your interview questions

2. **Examinations (100 points each).** There will be two examinations in this class, a midterm and a final, each worth 100 points. Examinations will cover lectures, readings, and other media presented in class. Make-up examinations will be offered only with a doctor's verification of a medical emergency. The instructor must be notified before the examination when the student is unable to be present. All make-up examinations will be in essay format.
3. **Journals (5 entries X 4 points = 20 points).** You will have five unannounced journal assignments. The assignment will sometimes require you to reflect on the reading for that week, so please keep up. You will be given time to reflect on the topic and explore your opinions and experiences related to the topic. The papers will be collected at the end of each class. This is an **IN-CLASS ONLY** assignment. If you miss class, for any reason, you will need to make these points up by doing especially well on another assignment.

LATE ASSIGNMENT POLICY:

All assignments should be turned in at the start of class the day they are due. If you have a doctor's note excusing you from class the day an assignment is due, the assignment will be due the next day. If you do not have a doctor's note, late assignments will lose 5 points per day (including weekends). You can turn late assignments in through Carmen's DROPBOX (this is best), in my Campbell Hall 135 mailbox (after having an office associate sign it between 9 am and 4 pm), or through e-mail. If you e-mail me an assignment, I will e-mail a confirmation back to you. If you do not receive this confirmation, I did not receive your assignment. Please print off a confirmation from your e-mail provider stating you sent your assignment to me.

Suggested major journals for articles

Adolescence	Home Economics Research Journal
American Journal of Public Health	Human Behavior
American Journal of Sociology	Journal of Alternative Lifestyles
American Psychologist	Journal of Divorce
American Sociological Review	Journal of Family Issues
Child Development	Journal of Home Economics
Child Welfare	Journal of Marriage and the Family
Demography	Journal of Sex Research
Developmental Psychology	Journal of Youth and Adolescence
Family Perspective	Marriage and Family Review
Family Process	Social Forces
Family Relations	

One of the best ways to locate journal articles:

1. Go to www.osu.edu
2. Click on the Libraries link in the upper right corner
3. Click on Research Databases link on the left side of the screen
4. Choose Psychology under 'Databases arranged by subject'
5. Click on PsycINFO (1967 to present)
6. Log-in using the information you use when registering for classes
7. When searching for an article about a specific topic try changing the Words In drop box to Abstract and then type in your words of interest.
8. When searching for an article by a certain author try changing the Words In drop box to Author and then type in the author's last name.
9. Click on Check Availability icon to see if an online version is available or if you need to retrieve your article from the library.

GRADING SCALE:

285-300 = A
 270-284 = A-
 258-269 = B+
 249-257 = B
 237-248 = B-
 228-236 = C+

219-227 = C
 207-218 = C-
 199-206 = D+
 188-198 = D
 Below 188 = E

GRADING SYSTEM:

Research Question 10 points
 Article Critique 35 points
 Interview 35 points
 Journals 20 points
 Midterm Exam 100 points
 Final Exam 100 points

CLASS SCHEDULE
MIDDLE CHILDHOOD

DATE	TOPIC	READING
<u>WEEK 1</u>		
Jan 4	Go over Syllabus Introduction to the Course	
<u>WEEK 2</u>		
Jan 9	Perspectives in Middle Childhood How to write a research paper	Chapter 2
Jan 11	Physical Development	Chapter 3
<u>WEEK 3</u>		
Jan 16	Cognitive Development	Chapter 4
Jan 18	Contexts for Learning/Schooling RESEARCH QUESTION DUE	
<u>WEEK 4</u>		
Jan 23	Oral & Written Language Development	
Jan 25	Self Understanding & Emotional Development	Chapter 5
<u>WEEK 5</u>		
Jan 30	Moral Development	Chapter 6
Feb 1	Social Development (Review for Midterm)	
<u>WEEK 6</u>		
Feb 6	MIDTERM	

ADOLESCENCE

<u>DATE</u>	<u>TOPIC</u>	<u>READING</u>
<u>WEEK 6 cont.</u>		
Feb 8	Perspectives on Adolescence	Chapter 7
<u>WEEK 7</u>		
Feb 13	Physical Development JOURNAL ANALYSIS DUE	Chapter 8
Feb 15	Sexual Maturity and Sexual Attitudes	
<u>WEEK 8</u>		
Feb 20	To be announced	
Feb 22	Cognitive Development	Chapter 9
<u>WEEK 9</u>		
Feb 27	Language Development	
Mar 1	Self Understanding & Emotional Development INTERVIEW DUE	Chapter 10
<u>WEEK 10</u>		
Mar 6	Social Development	Chapter 11
Mar 8	Emerging Adulthood	Chapter 12
<u>WEEK 11</u>		
Mar 13 (7:30 AM)	FINAL EXAMINATION	

The Ohio State University
Human Development & Family Science
HDFS 570
Adolescent Development: A Biopsychosocial Perspective
Autumn, 2008

Dates/Times: T, Th 10:30-11:48 a.m., 9/27-12/5
Text: Steinberg, L. Adolescence, 8th Edition

Instructor: Donna Karno, Ph.D.
Office: 100 Campbell Hall
Email Address: karno.1@osu.edu
Phone: 287-5377 ext.8937
Office Hours: 9:30-10:30 a.m. T, Th & by appointment

I. Course Description

Adolescent Development is an upper-level interdisciplinary course which studies patterns of adolescent growth and development within a biopsychosocial perspective. Theory and research are used to help the student attempt to understand the physical, social, emotional, and cognitive developmental changes and tasks of adolescents within contexts such as the family, peer group, work, and school. Emphasis will be placed on normative adolescent development and behavior rather than problems of adolescence. Informal lecture, in-class discussions, videos, and assigned readings will be the prevailing meeting format of this class.

II. Course Objectives

1. to help students achieve an understanding and appreciation of the fundamental changes and complexity of adolescence.
2. To assist students achieve an understanding of how family, peer, school, work, and leisure contexts affect the transition to adolescence.
3. to assist students achieve an understanding of human development as the result of the interaction between the physical, social, emotional, and cognitive.
4. to help students recognize the vital importance in studying adolescents to better understand adulthood.
5. To identify and analyze the knowledge gained in such a way that the student can structure his/her own thoughts and practices in a professional scholarly manner.

III. Attendance Policy

You are expected to attend all classes. Class participation is a critical part of adult learning. Class participation is worth 40 points and often is the deciding factor if you have a borderline grade.

Severe Weather or Other Emergency Policy

If OSU closes due to severe weather or other emergency, it will be announced on radio and/or television. **You are expected to complete all class assignments and readings. You will turn them in on the next class period. You will lose ten points for each class period it is turned in after that day.**

VI. Critical Analysis Assignments @ 20 points each

On Carmen you will find four articles under the critical analysis assignment module. Read the article and answer the posted questions. You will not need any sources beyond the assigned article to answer the questions. Your answers should be about two pages in length, typed, double spaced, 10-12 font, with 1-1 1/2 inch margins. You may submit them through Carmen's dropbox or in class. **Five points will be deducted for every class period it is late, including those that land on a holiday.**

V. Class Participation/Group Work

There is a total of **40 points** available for unannounced group work. If you miss a group activity, it will negatively impact your participation points.

VI. Exams

There are three midterm exams that are each worth **80 points**. Their scheduled dates are specified on the course outline.

You can make-up **one** exam during the quarter. You **must** notify me within 24 hours of the missed exam. Any additional make-up exams will be offered **only** in the event of a documented emergency (a doctor's excuse is required for all medical emergencies). All make-up exams will consist entirely of long essay questions.

VII. Grading

Class Participation/Group Work	40 points
Critical Analysis Assignments@ 20 pts each	80 points
Midterm One	80 points
Midterm Two	80 points
Midterm Three	80 points
Total Points Possible	360 points

94-100%=A
90-93%=A-
89-87%=B+
86-84%=B
83-80%=B-
79-77%=C+
76-74%=C
73-70%=C-
69-67%=D+
66-64%=D
63-60%=D-
59 & ↓ =E

Please save all tests and assignments returned to you. If your grade is recorded incorrectly, then saving your work is proof of your grade.

XIII. Other Information

Academic Misconduct

As stated in the Code of Student Conduct, academic misconduct is defined as any activity that "compromises the academic integrity of the institution, or subverts the educational process." Academic misconduct includes such activities as plagiarism, cheating on an exam, and dishonesty in reporting research results. As per academic misconduct guidelines, I will report to the Committee on Academic Misconduct all instances of what I believe to be academic misconduct. Please contact me if you have questions.

Plagiarism Statement

Plagiarism is the act of representing directly or indirectly another person's work as your own. It can involve presenting someone's speech, wholly or partially, as yours, quoting without acknowledging the true source of the quoted material, copying and handing in another person's work with your name on it, and similar infractions. Even indirect quotations, paraphrasing, etc., can be considered plagiarism unless sources are properly cited. Plagiarism will not be tolerated.

ADA Statement

Any student who feels he/she may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall. They can help coordinate reasonable accommodations for students with documented disabilities.

Other Information

You can find information regarding this class on Carmen. I will be periodically updating the site and posting grade information.

XI. Course Outline

Week One: Sept. 25

Readings: Introduction

1. Introduction to Theoretical Perspectives

Week Two: Sept. 30, Oct. 2

Readings: Chapters One and Two

1. Biological Transitions
2. Cognitive Transitions

Week Three: Oct. 7, 9

Readings: Chapters Three and Four

1. Social Transitions
2. Families
3. Critical Analysis Assignment #1 Due Oct. 9

Week Four: Oct. 14, 16

Readings: Chapter Five

1. Midterm One Oct. 14
2. Peer Groups

Week Five: Oct. 21, 23

Readings: Chapters Six and Seven

1. Schools
2. Work, Leisure, and Mass Media

Week Six: Oct. 28, 30

Readings: Chapter Eight

1. Identity
2. Critical Analysis Paper #2 Due Oct. 28

Week Seven: Nov. 4, 6

Readings: Chapter Nine

1. Autonomy
2. Midterm Two Nov. 6

Week Eight: Nov. 11, 13

Readings: Chapter Ten

1. No Class Nov. 11-Veteran's Day Observed
1. Intimacy
2. Critical Analysis Paper #3 Due Nov. 13

Week Nine: Nov. 18, 20

Readings: Chapter Eleven

1. Sexuality

Week Ten: Nov. 25, 27

Readings: Chapter Twelve

1. Achievement
2. Critical Analysis Paper #4 Due Nov. 25
3. No Class Nov. 27-Thanksgiving Holiday

Week Eleven: Dec. 2, 4

Readings: Chapter Thirteen

1. Psychosocial Problems in Adolescence

Week Twelve: Dec. 8-12

Finals Week

Final Exam is scheduled for Dec. 8, 10:30 a.m.

****PLEASE NOTE: The instructor reserves the right to notify students of any modifications to this syllabus.****

THE OHIO STATE UNIVERSITY
Spring Quarter 2009
Professor Gibbs, Psych Bldg. 237
gibbs.1@osu.edu, 614-292-7918
Office hrs. 1:30-2:30 p.m. MW or by appt.

PSYCHOLOGY 551: Adolescence
(M W 4:00-5:18 p.m.; Stillman Hall 100)

COURSE ARRANGEMENTS

Class sessions will encompass Powerpoint presentations (with occasional media clips), class discussion, and exams. The presentations will emphasize and expand upon aspects of adolescence as described in the textbook, and will use the media clips to stimulate discussion of pertinent issues. Attendance will be recorded whenever feasible.

All required reading assignments will be from Santrock's *Adolescence, 12th ed.* (NY: McGraw-Hill, 2008; ISBN: 978-0-07-338261-6), available at the University book store and other locations (or available online). Also available is the instructor's (Gibbs's) 2009 book *Moral development and reality: Beyond the theories of Kohlberg and Hoffman, 2nd Ed.* (Boston: Pearson Higher Education; the book is optional but may be helpful for those students wishing to gain background on the instructor's lectures pertaining to social and moral development). There is no required paper assignment, although an optional book review can be done for extra credit.

DETERMINANTS OF GRADES FOR THE COURSE

Your grade for the course will be determined mainly by your performance on the two midterm examinations and the final examination. Each will generally account for one-third of your grade. The final examination will cover only post-midterm material. Where mean exam score is borderline between two grade statuses, class attendance (outstandingly high or low) may help to resolve the ambiguity. An upward minor-grade adjustment can be achieved upon satisfactory completion of an optional extra credit exercise (see below).

OPTIONAL EXTRA CREDIT EXERCISE

Those who choose to do the extra credit exercise (a book review), and who complete it appropriately, will receive an upward adjustment of their final letter grade. The adjustment will equal a minor grade increment (e.g., B+ to A-, B- to B, C to C+). All book reviews must be submitted by the *Wednesday* class in the last week of regularly scheduled classes.

Appropriate completion means the accomplishment of a typed, double-spaced, 3-5 page review of an approved book (*not* book chapter or article) on adolescence. For possibilities, one might consult the books included among the textbook references (see pp. R-1 to R-58). Instructor permission must be granted for reviewing any book with a less than direct or full-fledged focus on adolescence. To determine library book availability, check online or call 292-3900. Keep in mind that a book review does not simply list a book's contents; rather, it thoughtfully communicates the book's central ideas.

DETAILS REGARDING EXAMS

The exams will be multiple-choice in format and will consist of 60-70 items. The 78-minute class period should allow adequate time for test completion. Be sure to bring a number 2 pencil with you on the day of each exam. Students requiring special arrangements should consult with the instructor and contact the Office for Disability Services (Pomerene Hall room 150, 292-3307). The exams will mainly reflect textbook material but will also pertain to the expansions in the class presentations. Midterm 1 and 2 scores will be posted in Stillman 100 at the outset of the class session following the exam. Students seeking to review their specific performance should consult with the instructor after class or during office hours.

COURSE STRUCTURE

The course structure reflects that of the textbook and divides according to exam dates. The tentative agenda is as follows:

March 30 Monday-- preliminary and organizational; April 1 Wednesday-- Introduction (Chapter 1, pp. 3-25); **April 6 Monday--CLASS CANCELLED**; April 8 Wednesday—Theory and research in adolescent development (Chapter 1, pp. 26-51); April 13 Monday—Developmental processes in adolescence: The biological aspect (Chapter 2); April 15 Wednesday—Developmental processes in adolescence: The cognitive aspect (Chapter 3); **April 20 Monday--Midterm 1.**

April 22 Wednesday--The developing self in adolescence (Chapter 4); April 27 Monday—Gender and adolescence (Chapter 5); April 29 Wednesday—Sexuality and adolescence (Chapter 6); May 4 Monday/May 6 Wednesday—Moral development, values, and religion/cults (Chapter 7, covered in two class sessions); **May 11 Monday—Midterm 2.**

May 13 Wednesday—Families (Chapter 8); May 18 Monday—Peer and romantic relationships (Chapter 9); May 20 Wednesday—Schools and achievement (Chapters 10 & 11); **May 25 Monday—MEMORIAL DAY, NO CLASSES**; May 27 Wednesday—Culture (Chapter 12); June 1 Monday and June 3 Wednesday—Adolescent problems (Chapter 13, covered in two class sessions). **June 11 THURSDAY (different weekday and time [3:30 p.m.] but still Stillman rm. 100)—Final exam.**

**Electives for
Youth Development
Minor**

African American and African Studies (AAAS) 290

Black Youth – Winter Quarter 2008

Class Time: 9:30AM-11:18AM

Location: McQuiqq Lab 162

Instructor: Deborah Johnson, MHSM

Office Hours: T & TH 11:30AM-

Telephone: 292-3700

12:30PM & By Appointment

Email: johnson.4023@osu.edu

486 University Hall

Course Description: This course explores the state of Black youth from a socio-political perspective. The inquiry begins with an overview of Black youth in today's society and the impact of race, class, and gender on acceptance in the overall community. Included in this examination is the discussion of expectation, parental and community belief systems, and socioeconomic factors and their impact on the socialization and development of Black youth.

Course Objectives:

- To acquaint students with the historical, complex social and political factors that influence identity formation, emotional development and coping behaviors.
- To acquaint students with historical, economic, and cultural factors which shape the experience of the Black youth
- To identify and analyze developmental, individual, and social aspects of stress on Black youth
- To challenge students to develop their own perspective on Black youth that is based on research and thoughtful examination of scholarly material

Required Text:

Come on People by Bill Cosby and Alvin Poussaint (2007)

Man Up Nobody's Coming to Save Us by Steve Perry (2006)

The Black Youth Project (BYP) (<http://blackyouthproject.uchicago.edu/primers/>)

Course Requirements**Grading Scale**

Quiz 1	10	92.5-100	A	76.5-78.4	C+
Quiz 2	20	89.5-92.4	A-	71.5-76.4	C
Midterm	30	87.5-89.4	B+	69.5-71.4	C
Res/Pres	20	80.5-87.4	B	67.5-69.4	D+
Final	30	78.5-80.4	B-	62.5-67.4	D
		62.4 and below		E	

Attendance: Class attendance is mandatory. Students will lose three points off the final grade for each unexcused absence.

Research Article and Presentation: There will be no formal Class on Thursday, February 14, 2008. Students will use this time for library research on a journal article addressing an issue of African American youth. The article is to be copied and submitted to the instructor with a summary of the salient points of the article, your analysis, comments on/response to the article on Tuesday, February 19, 2008. Each student is to present a 6-8 minute summary of the article and your response to the article on February 14, 2008. I am expecting an organized presentation and an insightful analysis of the article. End your presentation with a test question. This test question may be T/F, multiple -choice, short answer, fill-in-the-blank or a matching format. You may use notes for your presentation. **DO NOT READ THE ARTICLE.**

Suggested topics to research:

Gang membership	Sports and the Black athlete
Academic Achievement	Racial profiling
Teen pregnancy	Parenting in the inner city
Self-Esteem in Black Youth	Hip Hop Culture

Quizzes and Exams: The quizzes and will be over readings and lecture. The midterm will be in class. The final will be a take home final and is due March

Disability Services:

Students with disabilities who require accommodations for access and participation in this course must be registered with the Office for Disability Services (ODS). Please contact ODS at (614) 292-3307 or (614) 292-0901 (TDD). Students should also contact their instructor as soon as possible to explore potential accommodations.

Academic Integrity Statement:

Students enrolled in courses at The Ohio State University are expected to adhere to the highest standards of academic conduct. All suspected cases of misconduct will be reported to the Committee on Academic Misconduct as required by University rules. Examples of academic misconduct in this course include, but are not limited to, the following:

- Copying work or otherwise turning in written work that is not original to you. Cheating in this case applies both to the copier and the person who allows his or her work to be copied.
- Copying answers directly from the answer key (as opposed to doing the assignment first and then correcting mistakes from the answer key) on workbook assignments.
- Having someone else do or write your assignments for you.
- Using a translator in any way to complete compositions, presentations or other assignments.
- Having anyone other than your instructor help you with your compositions or presentations. Tutors may answer questions about assignments from the workbook or textbook, but they may not help with compositions or presentations.
- Receiving or passing exam information to other students before, during or after the exam. Cheating in this case applies both to the receiver of the exam information and the person who gives the information.
- Alteration of university forms used to drop or add courses to a program, or unauthorized use of those forms including the forging of signatures.
- Use of any unauthorized aids on exams (e.g., cheat sheets, textbook, etc) is strictly prohibited.

Please Note: Students are responsible for understanding what constitutes academic dishonesty. For more information on this topic, consult the Ohio State University's policy on Academic Misconduct at: http://dent.osu.edu/studentaffairs/Documents/Student_Reference_Manual/academic_misconduct.htm

All suspected cases of academic misconduct will be reported to the Committee on Academic Misconduct as required by University rules.

Course Schedule:

Th-Jan 3	Lecture: Basic assumptions about the state of Black Youth
Tu-Jan 8	Review of syllabus. Lecture/Discussion. The root of racism
Th-Jan 10	Lecture/Discussion. Social Psychology of Race Among African Americans Read: Youth Project Primer Paper
Tu-Jan 15	Lecture/Discussion. What's Going On With Black Men? Read: Cosby, Chapter 1; A Way Out: Creating Partners for Our Nation's Prosperity by Expanding Life Paths for Men of Color (BYP)

- Th-Jan 17 Lecture/Discussion. The Graduation Crisis and Education on Black Youth
- Read: Cosby, Chapter 4; Losing Our Future: How Minority Youth are Being Left Behind by the Graduation Rate Crisis.
- Th-Jan 24 Lecture/Discussion. A Discussion of Health of Black Youth
- Read: Cosby, Chapter 6; Survey of African Americans About HIV/AIDS Media Campaigns (BYP); Black Youth Health and Society (BYP)
- Tu-Jan 29 Lecture/Discussion. The Price of Violence.
- Read: Cosby, Chapter 7; How the Juvenile Justice System reduces life options of Minority Youth (BYP)
- Th-Jan 31 Lecture/Discussion. Sports and Black Youth. Guest Speaker
- Tu-Feb 5 Lecture/Discussion. Religion and Black Youth.
- Th-Feb 7 Lecture/Discussion. Economic Realities.
- Read: Cosby, Chapter 8; Progress and Peril—Black Children in America (BYP)
- Tu-Feb 12 Lecture/Discussion. Parental Values and the Expectation of Children.
- Th-Feb 14 Library research day
- Tu-Feb 19 Student Presentations
- Th-Feb 21 Midterm
- Tu-Feb 26 Lecture/discussion. Young Black Girls and Self-Esteem
- Th-Feb 2 Lecture/Discussion. The African American Family
- Read: Cosby, Chapter 3;
- Tu-Mar 4 Lecture/Discussion. Can the race problem be solved?
- Read: Perry, entire text.
- Th Mar-6 Lecture/Discussion. Where do we go from here?

Tu-Mar 11 Final Exam Due at 9:30AM in McQuigg Lab, Room 162

ANTHROPOLOGY 630: LANGUAGE AND CULTURE IN EDUCATION

Dr. Cynthia J. Smith

Office: 4100A Smith Lab

Phone: 487-1521 Email: smith.197@osu.edu

Office Hours: Monday and Wednesday 10:45-11:15 AM, 6:20-6:50 PM (in Room 124 Bolz Hall).

Friday On-Line 4:00-5:00 and by appointment.

Course Description:

Students will examine the problems of educating children of diverse cultural and linguistic backgrounds in the U.S. school systems. Students will learn how to identify cultural and linguistic differences that may impede a child's progress in the educational system. They will develop understanding of how these differences can be used as a positive resource in the teaching-learning process. Various kinds of research will be reviewed, including studies in bilingual/multicultural education, applied sociolinguistics, second language/dialect learning, and comparative studies of different ethnic and cultural groups. This quarter particular attention will be given to studies of the cultures of working-class and middle-class white Americans, Hispanics, and American Indians. A major concern of the course will be to develop a research strategy to access the relevant literature to answer questions regarding cultural and linguistic differences.

Course Objectives:

Students will be able to:

- Identify and describe linguistic and cultural differences of various minority and ethnic groups.
- Accept diversity in the classroom and incorporate it into effective teaching strategies.
- Appreciate the fact that some groups have developed certain cultural practices, values, and techniques due to their exclusion from mainstream society and their relegation to subordinate status.
- Understand the varieties of oral language styles available in a culturally plural situation that allow for the building of more meaningful education systems.
- Evaluate classroom behaviors of children from different cultural backgrounds and use this knowledge in classroom management.
- Search the literature for appropriate cultural and linguistic information using an effective search strategy.
- Examine their own values, attitudes, and beliefs about language, culture and education to understand how these influence what happens in a multicultural classroom.
- Define ethnography and explain what is involved in doing ethnography in an education context.

Required Texts:

1. *Languages in America: A Pluralist View, 2nd Edition*, Susan J. Dicker
2. *Intercultural Communication: A Practical Guide*, Tracy Novinger
3. *Culture in School Learning: 2nd Edition*, Etta R. Hollins

Class Format:

The format will be lecture/discussion, with the addition of films. Students are expected to participate vigorously in discussion and will be graded on participation. Participation includes questions and comments that further discussion of topics, which includes participation related to student presentations. Students will be responsible for a formal class presentation and will lead discussion of their presentation topics. Students will also engage in a research project.

Course Requirements:

Class Participation	15%
Midterm Exam	25%
Final Exam	25%
Class Presentation	10%
Research Project	25%

Class Participation: At the end of each class, students will turn in a note indicating that they participated in class. A minimum of 6 notes are required to get 12% of the grade. 7 notes will get 13% of the grade. 8 notes will get 14% of the grade. 9 notes will get the full 15% of the grade.

Midterm and Final: Exams will be a combination of objective, short answer, and short essay questions. Exams will cover lecture, student class presentations, and film materials.

Class Presentation: Students will sign up to make a class presentation based on the assigned reading material. Students will be responsible for leading discussion about their topics, and all students will be responsible for participation. Students can use any format they choose to do their topic discussion. Students will be responsible for developing three objective test questions, one short answer question, and one short essay question on their topic. Exams will be made up largely from student-developed questions. All students will have access to these questions.

Research Project: Students will have a choice of either doing a library-based research project or an ethnographic project. Both projects will require a 5-7 page paper. This will be discussed further in class. A library-based project will focus on a particular culture or a topic related to the class. These projects will require a bibliography that does not count as a page. Bibliographies should have at least 5 sources and should include one or two books as well as articles. An ethnographic project is based on the participant-observation methods of anthropology. These projects will need to include at least 5 interviews and an attempt to incorporate observation, if possible. Interviews should use the unstructured techniques typical of anthropology. This will be discussed further in class.

Students with Disabilities:

Students with disabilities must contact the Office of Disabilities in 150 Pomerene Hall (292-3307) to make arrangements for any special needs for this course. Students with documented disabilities are responsible for making their needs known to the instructor and seeking available assistance in a timely manner. This publication/material is available in alternative formats upon request. Please contact Ms. Jean Whipple, Department of Anthropology, 292-4149, for further information.

Academic Misconduct:

All students should become familiar with the rule governing academic misconduct, especially as they pertain to plagiarism and cheating. Plagiarism is the inappropriate use of other people's work, which can often be addressed by correct citation and quotations. Ignorance of the rules governing academic misconduct or ignorance of what constitutes academic misconduct is not an acceptable defense. Alleged cases of academic misconduct will automatically be reported to the Committee on Academic Misconduct.

ADDENDUM TO COURSE SYLLABUS: POLICIES AND PROTOCOL

EMAIL:

- Put the course number and days and time for the class you are in as the subject line of your email. Example: Anth 200, M-W 10:30
- Email is intended for short communications. Do not send an email such as: I was absent from class yesterday. What did I miss?
- Think about whether it is easier to ask the question before, during or after class, rather than using email. Please keep in mind that teachers may have 250 or more students in a given quarter, so try to avoid frivolous emails.

CLASSROOM:

- Laptop computers, or any other electronic devices, cannot be used in class.
- Disruptions, such as side conversations, note writing, etc. between students will not be tolerated. If I have to speak to students about their behavior, I will take their names and deduct 2 points from the final course grade average for the each offense.

ASSIGNMENTS AND EXAMS:

- It is essential to be on time for all exams. Teachers do not have to allow a student to take the exam if they arrive late, especially if they arrive after any student has completed the exam and left the room.
- There must be a documented excuse for missing any exam or homework assignment due date. This must be an **original, not a Xerox copy**, of a doctor's excuse, etc. You must also be sure that your doctor's office will confirm your visit, if I call them to verify your visit. The same is true for checking that you have signed the guest book at a funeral home.
- Make-up exams are given at my discretion. Keep in mind that they will be essay exams.
- Homework assignments **cannot be delivered via email**. You must have a documented, verifiable excuse for making any special arrangement for me to accept a late homework assignment. The following kinds of excuses will not be accepted – **Don't Ask!**: Forgetting to bring the assignment, forgetting the assignment was due that day, having printer/computer problems. If you don't have your own printer and must rely on campus computer facilities to print your assignments, you need to move your due date up so you can be sure it can be printed the day before it is due. The excuse that you could not find a working printer in a computer lab is not acceptable.
- If you have a sports, scholastic, or other type of event scheduled in advance of the day assignments are due, you can turn the assignment in early or arrange with me to email it. This must be documented and verifiable.
- If you fail to pick up an exam or homework assignment when it is handed back in class, you need to come and pick it up during office hours. Unless you have a documented excuse for missing the class in which the exam or assignment was handed back, do not request your grade via email.

TENTATIVE COURSE SCHEDULE:

1/5	Introduction
1/7	Basics of Culture
1/12	Basics of Language
1/14	Ethnographic Methods
1/19	HOLIDAY – NO CLASS
1/21	Language and Identity and the Melting Pot Mythology Dicker: Chapters 1 & 2
1/26	Misconceptions about Language and the Schools Dicker: Chapters 3 & 4
2/2	The Official English Movement and Challenges Dicker: Chapters 5 & 6
2/4	Multilingualism Beyond and Possibilities Dicker: Chapters 7 & 8
2/9	MIDTERM
2/11	Intercultural Communication Novinger: Part 1 and Chapters 1, 2, 3 and 4
2/16	Intercultural Communication Novinger: Chapter 5, Part 2 and Chapter 6
2/23	Intercultural Communication Novinger: Chapter 7 and 8, Part 3 and Chapter 9
2/25	Culture in School Learning Hollins: Chapters 1 & 2
3/2	Cultural Diversity in the Classroom Hollins: Chapters 3 & 4
3/4	Culture and the Curriculum and Instruction Hollins: Chapters 5 & 6
3/9	Understanding Cultural Diversity in the Classroom and Professional Practice Hollins: Chapters 7 & 8
3/12	Conclusion and Review
FINAL:	TUESDAY, MARCH 17, <u>3:30</u> PM

CCOMMUNICATION 501
MASS COMMUNICATION AND YOUTH
Winter 2009; 2:30-4:18 am, Mondays and Wednesdays; 60 Jennings Hall

INSTRUCTOR: Dr. Amy Nathanson

Office: 3062 Derby Hall

Email: Nathanson.7@osu.edu

Phone: 247-7952

Office Hours: Mondays & Wednesdays, 1:30-2:30, & by appointment

COURSE DESCRIPTION

This course examines the uses and effects of mass communication among children and adolescents. By taking a developmental perspective, we will consider how youngsters at different stages of cognitive development watch, understand, and respond to media content. The first part of the course will focus on children's uses (including the role of media in the development and socialization of self) and processing of media (including patterns of attention and comprehension). The second part of the course will review the effects of various types of content (e.g., advertising, stereotypes, violence, health messages, educational programming, frightening content). Students will be encouraged to consider the effects of mass media in light of the research on children's uses and processing of media. During the last part of the course, we will consider the role of interventions (e.g., media literacy, ratings) in preventing media-related outcomes that are harmful and promoting those which are positive.

COURSE OBJECTIVES

By the end of the quarter, students should be able to understand the following:

- how children represent a unique audience of the mass media that deserves careful attention and consideration.
- how theories of cognitive development and mass communication inform our understanding of children's uses of and responses to the mass media.
- the challenges associated with conducting mass communication research among children.

By the end of the quarter, students should be able to do the following:

- critically evaluate social scientific research on mass communication and children.
- identify the potentially harmful aspects of specific media content
- use theory and research to propose interventions that are practical and effective.

This syllabus is available in alternative formats upon request. Students with disabilities are responsible for making their needs known to the instructor and seeking available assistance in a timely manner. Any student who feels he/she may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the office for disability services at 292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

REQUIRED READING

Strasburger, V. C., Wilson, B. J., & Jordan, A. B. (2009). Children, Adolescents, and the Media (2nd edition). Thousand Oaks, CA: Sage Publications.

GRADING

Your grade will be determined according to your performance on the following:

First exam: 35%

Homework: 20% (2 assignments, each worth 10%)

Second exam: 45%

Exams. The exams will cover the material discussed in class and the readings and will consist of multiple choice and short answer questions. It is important to note that lecture will include information that is not contained in the readings and not all of the readings will be discussed in class. As a result, to do well on the exams, students must attend each class and do all of the readings. The questions will be designed to test not only your recall of information, but also your ability to apply the information to real-world situations and specific media content. In addition, questions will be designed to tap your ability to compare theories and critically evaluate their relative strengths and weaknesses.

Homework #1. Watch – in its entirety – one program that is designed for children. Describe the program. Then, explain why the program is appropriate for children or inappropriate for children. For example, explain the elements of the show that are likely to attract children’s attention, cause confusion, lead to negative or positive effects, and so on. This homework assignment must be typed and should be NO MORE THAN 2 pages in length (double spaced).

Homework #2. Watch – in its entirety – one program that is designed for children. Describe the program. Then, using the modified TV Parental Guidelines, assign a rating to that program. Justify your choice and describe any difficulties you faced in making your decision. This homework assignment must be typed and should be NO MORE THAN 2 pages in length (double spaced).

POLICIES

Both exams are to be taken on the designated exam dates. It is your responsibility to note the day/time of exams/assignments NOW and make sure you will be able to attend all the exams and complete the assignments. If you have any schedule conflicts, you should either rearrange your schedule so that you can complete all of the work or drop the class. No make-ups are allowed except in the case of an **extreme emergency**. Having more than one exam on a particular date does **not** qualify as an extreme emergency. In the rare event that an emergency arises, it is the student’s responsibility to 1) inform the instructor **prior** to the exam time, and 2) provide the instructor with written documentation of the emergency (e.g., medical note from certified physician).

All assignments are due at the beginning of the class period. Assignments received after that time are considered late. Late assignments will lose an entire letter grade for each day that they are late (e.g., an “A” paper that is received one day late will receive a “B”). This policy applies to weekends as well.

Assignments that are late but are received on the same day that the assignment was due will be counted as one day late (and will lose a full letter grade). Assignments that are more than 4 days late will not be accepted and will receive a zero.

All assignments must be typed. Only paper copies of assignments will be accepted. Attachments to emails or other electronic submissions will not be accepted.

Graduating seniors (and other students) who “need” this course to graduate should work especially hard to ensure that they will pass this class. There will NOT be opportunities for students to re-take exams or re-

complete assignments in order to raise their grade. It is the student's responsibility to ensure that he or she receives a passing final grade by working diligently and responsibly throughout the quarter. Exceptions will NOT be made.

Students should familiarize themselves with the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp). Instances of misconduct will be prosecuted through the appropriate university channels.

Go to <https://telr.ohio-state.edu/carmen/> to access this course via Carmen

COURSE OUTLINE

(schedule subject to change, with notice;
students are responsible for all changes announced in class)

<u>DATE</u>	<u>TOPIC AND ASSIGNMENTS</u>
1/5 & 1/7	Introduction; Issues in studying children and the media Readings: pp. 1-17
1/12 & 1/14	Children's & adolescents' media habits; media & cognitive development Reading: Chapter 8 Homework #1 due on 1/12
1/19 & 1/21	NO CLASS ON 1/19 Media & cognitive development Reading: pp. 17-35
1/26 & 1/28	Media attention & comprehension; Media violence Readings: Chapters 5 & 10
2/2 & 2/4	Frightening content; Catch-up & Review
2/9 & 2/11	First exam on 2/9 Advertising; Stereotypes; Health & Media Reading: Chapter 2, 6, 7, 9
2/16 & 2/18	Educational & prosocial media Readings: Chapter 3, pp. 117-128
2/23 & 2/25	The Internet; Media literacy Readings: Chapters 11 & 13
3/2 & 3/4	Industry and parent interventions Reading: pp. 128-138; Chapter 12
3/9 & 3/11	Catch-up & Review Homework #2 due on 3/9
Thursday, 3/19, 1:30 pm	Final Exam

The Ohio State University
College of Education and Human Ecology
School of Educational Policy & Leadership
EPL 607.07 Adolescent Learning and Development in School Contexts
Autumn 2009

The Mission of the College of Education and Human Ecology:

"The Mission of the College of Education and Human Ecology is to develop a tradition of excellence in promoting outstanding teaching, research, and service that significantly and positively impacts individuals, families, schools, and consumers within our global communities. The mission simultaneously embraces the land-grant mission of The Ohio State University as expressed in its Academic, Diversity, and Outreach plans."

The Basics:

Instructor: Elizabeth (Beth) Mosser

Email: mosser.12@osu.edu*

Office: 160 Ramseyer Hall

Office Phone: 614/688-3482

Office Hours: By appointment

Class Time: Mondays, 4:30 - 6:48 PM

Class Location: Ramseyer Hall, room 166

Course Website: CARMEN; <http://carmen.osu.edu>**

*Email is the quickest way to reach me. I check my email regularly, but I do not check email after 6 PM or the hour prior to teaching. *Note that you are expected to check your OSU email as well! And, please send all emails to me via your OSU student account rather than using other accounts that you may have.*

**You can access course material via the section number for our course 0010 - LEC (9633).

The Books:

Required: Santrock, J.W. (2008). *Adolescence* (12th ed.). New York: McGraw-Hill Companies, Inc. ISBN 978-0-07-338261-6

Required: Hersch, P. (1998). *A tribe apart: A journey into the heart of American adolescence*. New York, NY: The Random House Publishing Group. ISBN 0-345-43594-X

Additional Readings: Some outside readings may be assigned and would then be incorporated into class discussions. If I assign an additional reading, I will post the text on Carmen about a week before it is to be read (you must print it out and bring it to the designated class meeting).

The Other Supplies:

Each Student Will Need:

1. The textbook and nonfiction novel (mentioned above)... you will need to bring these to each of our class meetings.
2. Class Outlines/PowerPoint slides and Activities... these will be available on Carmen and you will need to print these out and bring them to each of our class meetings (as necessary). These items will help (1) facilitate your reading before class and (2) assist your note taking during class. They can be used to

identify important concepts and theories, generate questions for the chapter, and check your understanding.

3. Binder (optional) for organizing materials and paper (required) for use during quick writes and activities... you will need to bring these items to each of our class meetings.

The Course - Description:

The purpose of this course is to examine the theories of adolescent development and to apply these theories to the field of education. The main objective is to provide you with an opportunity to develop your "adolescent application skills". By learning to apply the principles of cognitive, social, and developmental psychology to understand the thinking and behavior of adolescents, the hope is that you will be better able to connect with the (lives of the) students in your classrooms.

That said, this course will emphasize the physical, social, emotional, cognitive, moral and identity development of adolescents in contemporary society. Although the focus will be on major theories of development and the "normal" developmental sequence, problems arising during adolescence (and means for dealing with these problems) will be addressed. Topics to be covered include variations in physical and sexual maturation; social, emotional and moral development; identity and self-image; education, academic performance, and cognitive development; parent-child relationships; and the transition to adulthood and independence.

Overall, this course will promote a broad, fundamental understanding of development for the stage of adolescence. However, as with most 600 level courses, the content of this course is constructed so that it builds on your existing understandings. In particular, I have tried to structure this course so that you can critically evaluate psychological theories concerning human thinking, learning, and development (all of which you probably already know something about) in terms of actual adolescent experiences. This is a teacher education licensure course. (3 credit hours)

By the end of this course, my goals will be for you to be able to:

- a. Describe the major theoretical positions and critical issues that have emerged within the field of adolescent psychology.
- b. Identify and explain the physical, social, emotional and cognitive changes that occur during adolescence.
 1. *Exhibit developing expertise in understanding the extent of adolescent cognition.*
 2. *Understand the ways in which identity (or the "self") is constructed and influences (both permits and prohibits) teaching and learning.*
- c. Understand adolescent development as holistic and the result of the interaction of physical, social, emotional and cognitive factors.
- d. Identify and explain the impact of family, school, peers and the media on adolescent development.
- e. Describe the influences of differences (ethnic, gender, intellectual, etc.) on adolescents' experiences (e.g., school situations).
- f. Identify trends and discuss strategies for the prevention and treatment of adolescent problem behaviors.
- g. Identify and analyze adolescent experiences in light of psychological theories.

The Course - Design:

The field of adolescent development is as extensive as it is fascinating. However, we are going to try to achieve depth, not breadth. To ensure that we cover the material that is necessary for you to build mastery in the area of NCATE Standard 1, I had to make some decisions about what we will cover and the sequence in which we will cover it. **NCATE Standard 1** mandates that **candidates preparing to work in schools as teachers or other**

professionals know and demonstrate the content, pedagogical, and professional skills, and dispositions necessary to help all students learn. So, the idea is for you to develop competency in (1) the foundations of adolescent cognition, (2) the contexts for adolescent development, and (3) the formation of the adolescent sense of "self". The goal is for you to develop these competencies so that you may apply your understanding to your future classroom interactions and, therefore, be better able to promote student success, both academic and emotional.

In addition, the diversity of the adolescent/student population is as extensive as it is enriching. Understanding the development of diverse students is a fundamental component of this course. As such, the content and assignments within this course are designed, implemented and evaluated in a manner that promotes the acquisition and application of knowledge, skills and dispositions necessary to understand how *all* adolescents develop. Specifically, our non-fiction reading will be a first-hand look into the variations that arise for students of different genders, races, and cultures. I strongly believe that non-fiction works are a prime vehicle for understanding constructs like cognitive and identity development - especially as they pertain to students of different backgrounds. What better way to learn about people's varying experiences than to read about them first-hand?

The Assignments:

"The subjects we teach are as large and complex as life so our knowledge of them is always flawed and partial."
Parker J. Palmer, *The Courage to Teach*

Course Requirements (Parts):

1. Attend class on a regular basis having completed all assigned textbook and non-fiction novel readings (be prepared to discuss them!).
 - a. Between our class meetings, *frequently* check the webmail account provided to you by OSU for announcements and other communications regarding our course. I will correspond with you fairly often through this medium, so make sure to look for emails from me. There are many computer labs around campus (including one on the basement floor of Ramseyer Hall), which means you have many computers at your disposal! If you have never accessed your account before, let me know and we can work on getting you set up.
2. Complete five (5) in-class ("Quick Write") activities.
3. Complete four (4) memos (each with an introductory paragraph).
4. Complete one (1) research paper *or* one (1) character analysis.

Part 1: Attendance and participation are strongly encouraged. Please be on time and be ready to (respectfully) discuss the topic(s) for each particular class meeting. Occasional tardiness is sometimes unavoidable, but routine tardiness is unacceptable.

And, while I do not want to create an atmosphere of distrust, this course is intended to develop your understanding of education and the teaching profession... so, to this end, university excuses are required for all absences. With that said, everyone gets 1 "freebie". That is, you can miss one class without a valid excuse. After using this "freebie", if you are absent from class (and do not possess a valid excuse), you and I will need to have a discussion about your attendance.

Preparation - Your participation in our class meetings requires that you are prepared... meaning that you have done the reading for the class (thought about, questioned and/or jotted down some notes on the assigned material prior to class) and have completed any other class assignment(s).

Participation - Throughout the quarter we will have many class meetings creating a multitude of opportunities for you to participate in class discussions. Active listening and taking part in discussions is expected.

[Note: Electronic devices should remain in your pocket or bag and any audible electronic signal should be turned off. If you are expecting an "emergency call", please let me know and answer the call in the hallway outside our classroom when it arrives.]

Part 2: Quick Writes (worth up to 25 points total; 5 quick writes worth up to 5 points each)

At the beginning, middle or end of 5 of our class meetings there will be an activity that I will evaluate. These Quick Writes/Activities will be unannounced, which means you will never know exactly when I am going to offer them. Just another reason to have consistent attendance!

Most of the time this activity will be a short-answer quick-write on the reading(s) giving you an opportunity to show me that you are critically evaluating the textbook's theories and/or events from our non-fiction novel - especially in light of your own knowledge and experience. For each activity you can receive 0 - 5 points based on whether you've demonstrated you've completed the readings with a keen eye and, depending on the activity, are applying your "new" knowledge to the situation presented in the activity. **If you are absent at the time one of these activities is completed, you cannot make it up.** For example, if the class does a quick-write at the beginning of the third class and you show up after we are done, you are ineligible to complete the activity.

At times, these writings will be used as a starting place for class discussion. Please note that you may be expected to share, as a means of beginning and/or guiding our discussion, at various times throughout the quarter. They also are designed to help me diagnose what you understand with regard to the material... and to help us illuminate where your questions lie.

Part 3: Memos (worth up to 60 points total; 4 memo assignments worth up to 15 points each)

How many textbooks have you read in your lifetime? How many were so enthralling that you couldn't put them down after you started to read? By this point in your academic career, you have probably read countless textbooks that you had difficulty connecting with. Our mission, then, is to find a tool that helps us relate to the content of our textbooks. This is where our non-fiction reading, *Tribe*, comes in. Four times this quarter you will be expected to submit a 3-page (typed and double-spaced) "memo" in which you analyze and interpret the content of the assigned *Tribe* chapters (e.g., the adolescents' behaviors/interactions, thoughts, and emotions) in terms of the psychological constructs covered in the associated textbook chapter(s) for that class.

On the attached quarter schedule, I have outlined which *Tribe* chapters correspond to each of the textbook chapters we will cover over the next few months. As mentioned above, you are required to complete a memo for 4 of these instances. Note that this is "self-paced". I am not assigning which 4 memos you must complete. With that said, we will have a "Memo Day" fairly early on in the quarter (see attached **Quarter Schedule**). On this day, we will spend the last 25 minutes of class reviewing rough drafts of your memos (which can be very rough!). At this time, you will be able to ask any questions you may have about the requirements for the assignment or about your chosen constructs (a.k.a. concepts) and interpretations.

To this end, I would suggest that you review the quarter schedule and consider which topics are of interest to you. I caution you on waiting until the final few topics of the quarter to complete your memos - take advantage of our "Memo Day" and hand in your memos throughout the quarter! In this way, you will have the opportunity to receive feedback on your performance, which you can incorporate into subsequent memos.

Your memos will be due the class meeting immediately following the one in which we cover the textbook and Tribe chapters associated with the topics you choose. For example, if we cover "Families" on Monday the 2nd of November, your memo comparing this textbook chapter (which is 8, by the way) to chapters 10, 11 and 12 of Tribe would be due the following Monday, November 9th. While I do not want you to simply use the connections between the textbook and Tribe that we discuss during class (see section on **Academic Misconduct** below), the idea of turning in your memos the class meeting after we discuss the chapters is to give you time to reflect on the material.

Memos will be graded on the extent to which they 1) specifically reference ideas from the Tribe chapter(s) we read and specifically reference (in detail) two constructs from the textbook chapter that was assigned, 2) are accurate to the texts, and 3) are reflective with regard to your career and/or personal goals (see attached rubric). The basic format for the memos will be:

- ❖ What happened in these Tribe chapters (introductory paragraph)
- ❖ The connections you made with the readings in the textbook/Your analysis of the events in terms of the developmental constructs and theories in the textbook
- ❖ How the events in these chapters and your subsequent analyses of these events pertain to your future career and/or personal goals*

* This final section of your memo requires you to think about (reflect on) what you read in terms of the professional you are/want to be. This may be a bit difficult - especially if you haven't had much career experience or if you are still unsure about your career goals. But what you really need to do is consider what you plan to do with adolescents like the ones in the chapters. Have these chapters challenged or outright changed what you thought about adolescents? After reading these chapters, do you think you would interact with adolescents like these differently than you had planned to?

[Note: I use the term memo because I want you to concentrate on analyzing the actual experiences of the adolescents in the Tribe book in terms of developmental constructs and theories. I do not want you to get "lost" in the formatting of your paper. With that said, I do not want you to use informal language or expect that, in reading your memo, I can make the connections for you. Your analysis still must be coherent and complete. To this end, your memos must be typed and double-spaced. And, please make sure they are consistent in terms of your thoughts and reflect "college level" work. Read your memos out loud (for spelling and grammar mistakes) before you print the copy you are going to turn in.]

Part 4: Research Paper or Character Analysis (worth up to 100 points total)

For the final project, you need to choose one of the following options. By our 6th class meeting on 11/2/09, you will need to have made your decision between "A" and "B". During that class, I will pass around a sheet and ask you to indicate your choice along with some specifics about your project.

Option A: Since the majority of psychological theory is based on empirical evidence, it seems appropriate that we take some time to consider a sample of such work. To complete this assignment, you will need to locate 2 journal articles (from peer reviewed sources) related to various aspects of adolescent development (such as cognitive or identity development) covered in this course (you can choose 2 articles on the same "subject" as long as they are diverse in terms of their research questions and relative findings).

An excellent place to find research articles in psychology journals is <http://www.apa.org>. Once you have navigated to this website you should: (1) Click on "J" under APA Directory, (2) Select "Journals", (3) Browse through the journals by title, (4) Select a specific journal (try Developmental Psychology, Family Relations, Journal of Marriage and the Family, etc.), (5) Click on one of the "selected articles", (6) make sure that it is a research article (look for methods, results and a discussion) and (7) **Include a copy of the articles with your paper**. If you are having problems locating an article, try using www.google.com. You can type in a few key words indicating your topic and end your search with the word "scholarly". This should direct you to a variety of research articles on the topic you specified.

This paper should include a synopsis of each article (see attached rubric):

- ❖ What was the question the researcher(s) was trying to answer?
- ❖ What kind of information was gathered?
- ❖ What were the results of the study?
- ❖ What conclusions did he or she come to?

It should also include an analysis of the findings from each article (see attached rubric):

- ❖ What is the application of the study results?

In the latter section, tell me: (1) how the concepts presented in the article are related to an area of adolescent development discussed in this course, (2) whether you agree or disagree with the conclusions and (3) what further exploration should be done into the area of adolescent development (again, see attached rubric).

This assignment should be typed and double-spaced and include a References page in APA format, complete with the bibliographical information for each article:

- ❖ Author(s) of Article
- ❖ Year of Publication
- ❖ Title of Article
- ❖ Title of Journal
- ❖ Volume Number of Journal
- ❖ Page Numbers of Article

I do not like to give page limits for assignments such as this. You should write as much as necessary to complete each of the requirements. With that said, I think around 10 pages should be sufficient (roughly 2 pages for each article's summary and 3 pages for the analysis of each article's findings). This paper is due during our final exam time (December 9th, 2009).

[One Final Note: All research papers must be typed and double-spaced. And, please make sure to turn in a paper that reflects all the hard work you will have done to this point in the quarter. Some of the best advice I can give you is to read your paper out loud before you print the copy you are going to turn in. You wouldn't believe what kinds of mistakes you can find by doing this! And, use your roommates, family members and/or friends! Do they understand the constructs you are describing? Are they able to understand the analysis you are making regarding the findings in each article?]

Option B: This second option allows you to contextualize your thinking of adolescent development by analyzing the main character in a non-fiction account of adolescence entitled, *A Hope in the Unseen: An American Odyssey from the Inner City to the Ivy League* by Ron Suskind (ISBN-10: 0767901266, ISBN-13: 978-0767901260). The objective for this assignment is to utilize Cedric's story to help illuminate group differences in terms of gender, race and culture.

(TIP: Before you begin writing, take a moment to focus your thoughts. Obviously, you cannot discuss everything that happened in the text. Your task is to apply several constructs from the textbook to several specific but varying instances in the text of *Hope*.)

This paper should include all of the following three parts (see attached rubric):

- ❖ **Introduction:** Give some background. Who is Cedric? What theories will you be using to analyze his experiences? Why do you believe these theories are most applicable? As a transition to the next section of your paper, take a moment to describe the "findings" you will be hashing out below.
- ❖ **Discussion:** Identify **4** constructs from any textbook chapter - on cognitive development, learning theory, social development, etc. For each construct, do a brief description and then identify its relationship to Cedric and how it can be applied to his life. How does this construct help you to understand him better? During your "application", be explicit about the connections you see between the constructs and Cedric's behaviors, thoughts, and emotions you read about. Make sure to cite relevant pages in the text!
- ❖ **Conclusion:** Did you learn anything new (about yourself or adolescents in general) by completing an analysis of Cedric? What, if anything, has this project helped you realize about your role as a teacher? If Cedric was a child in your classroom, what are **2** implications of your analysis on your approach with him in the classroom?

As above, I am loath to say how many pages you should write for this assignment as it is best to write as much as necessary to complete each of the requirements. With that said, I think around 10 pages should suffice (roughly 2 pages for the introduction, 5 pages for the discussion and 3 pages for the conclusion). This paper is due during our final exam time (December 9th, 2009).

Similar to your memos, we will have a "Research Paper and Character Analysis Day" toward the end of the quarter (see attached Quarter Schedule) at which time you will be responsible for bringing in a rough draft of your research paper or character analysis. At this time, you will be able to ask any questions you may have about the requirements for the assignments, your specific work or your chosen articles if you are doing the research paper. As above, this time is dedicated to utilizing the resources at your disposal (me, your peers, etc.) when it comes to reviewing, editing and improving your analysis or paper.

Late Work: Assignments must be completed and submitted **during class** on the date they are due. No late or incomplete assignments will be accepted. Submit work in advance of due dates if you anticipate an absence due to a doctor's appointment, family celebration, etc. I do not accept papers that are submitted outside of our class period (to, for example, the Educational Psychology and Philosophy section associate). There are certain cases (as with the memos described above) in which I will also not accept assignments from anyone who does not attend the entire class meeting on the day an assignment is due. *Late assignments will only be accepted under circumstances of great, unanticipated need.*

The Final Grade:

Throughout the course, a total of 185 points are possible. A summary of these points is as follows:

Part 2: Quick Writes	worth up to 25 points (14%)
Part 3: Memos	worth up to 60 points (32%)
Part 4: Research Paper <i>or</i> Character Analysis	worth up to 100 points (54%)
Total	worth up to 185 points (100%)

To calculate your final grade, I will divide the number of points you earn by this 185. I will use the grading scale endorsed by OSU when determining your letter grade.

The Instructor - Compromise and Assistance:

Compromise: I understand the need for negotiation when it comes to course content and activities. Students tend to be more engaged in their classes if they feel as though they have had a hand in deciding what they are going to learn and how they are going to learn it. With that said, I consider this syllabus a "framework" for learning about adolescent development and I am willing to modify this framework if the need arises. That is, changes in this syllabus (such as the number of activities and the schedule of readings) can be negotiated when necessary to meet the needs of the class.

I value student input and critique of this course, of the lectures and readings, and of the activities. Your questioning and critique makes the course better and provides me with an opportunity to respond by either helping to clarify the rationale for the reading or activity, clarifying the meaning of constructs, and ultimately making modifications to the course if necessary. These critiques need to be ongoing, however, throughout the course. Critiques that come at the end of the course, specifically those that are given as a rationale for not completing work in a timely manner or for work that does not meet content standards, are unhelpful, inappropriate, and unprofessional.

Assistance: I believe students grow and learn at different rates and may need different types of support to be successful. I believe mastery of this content is essential to becoming an expert teacher. It is my ultimate goal to support your intellectual and emotional growth as teachers and to do this I believe there may be times when I need to modify content, activities, and materials in order to support individual students in this class. Equity in a classroom, or fairness, does not mean equality and I reserve the right, as the instructor, to make special accommodations on a case by case basis. Making these accommodations does not mean lowering the standards for content mastery and all students will be held accountable to the same intellectual standard - even though our paths toward that standard may differ somewhat. If you are struggling with the material and believe that you require additional support to be successful, please come and see me. Do not let them compound when you begin to encounter problems.

I feel as though my purpose is to help you become the very best you can possibly become at this point in your professional development. So, please allow me to assist you in any way possible including, but certainly not limited to, listening, providing feedback, answering questions, sharing and addressing concerns, brainstorming and clarifying course content or expectations. And, let me know if/when you have a question or concern about the course. I want to make sure that this course offers a variety of suitable ways to explore and understand the factors that affect adolescent development. *(Keep in mind, however, that final discretion with regard to course content, assessments and procedures lies with me, the instructor.)*

The Students - Responsibilities:

Given that the course syllabus may be viewed as an agreement between me (the instructor) and you (the student), it outlines not only what can be expected of me but also what is expected of you. Therefore, it is your responsibility to attempt to understand its contents, seek any needed clarification, and accept the requirements and assessments outlined therein. Furthermore, it is your responsibility to seek assistance in meeting course objectives and completing course assignments whenever, and preferably as soon as, needed.

It is also your responsibility to contribute to the fun yet orderly learning environment of our classroom in a way that is based on mutual respect for each other's questions, ideas, unique perspectives, and need for privacy. I will ask that you treat each other kindly - just as you would like to be treated. No one wishes to be shamed in public or private. Therefore, no person may critically disparage the efforts and/or dignity of another person or group in any way. Any student who disparages others will need to attend a conference with an administrator and myself. Thank you in advance for your good citizenship.

Finally, it is your responsibility to save all assignments returned to you. One way to prepare for the research paper and/or character analysis is to review the memos you have already written. Also, if your grade is recorded incorrectly, then saving your work is proof of your grade.

The Rights You Have:

We at The Ohio State University wish to make accommodations for persons with disabilities. Any student with a disability that is documented with the Office for Disability Services who may require special accommodations should self-identify to me as early in the quarter as possible (i.e., the first week of classes). We can meet in a confidential environment and determine how to make appropriate, effective and timely accommodations.

The Rights You DO NOT Have:

You do not have the right to copy or borrow someone else's hard work. Given the widespread use of computers and the Internet, plagiarism and other forms of academic misconduct are at a real high. The "line" has become "blurry" and even though I want you to share your ideas, every one of you must turn in your own original work.

To be specific, plagiarism is the act of representing directly or indirectly another person's work as your own. It can involve presenting someone's speech, wholly or partially, as yours, quoting without acknowledging the true source of the quoted material, copying and handing in another person's work with your name on it, and similar infractions. Even indirect quotations, paraphrasing, etc. can be considered plagiarism unless sources are properly cited. **We will follow the University's policies on academic honesty VERY CLOSELY in this course.** To this end, please take a moment to visit our University's Office of Academic Affairs' webpage on Academic Misconduct: <http://oaa.osu.edu/procedures/1.0.html>.

The Quarter Schedule:

(may be subject to change)

Date	Schedule of Topics	Assignment
9/28/09	Syllabus Review and Course Requirements	
10/5/09	Introduction - The World of Adolescence & The Scientific Approach to Adolescence	❖ Read Textbook Chapter 1
10/12/09* * This is Memo Day!	The Brain and Cognitive Development	❖ Reach Textbook Chapter 3 ❖ Read Tribe Prologue/Introduction (Skim) & Chapters 1, 2 & 3 ❖ Bring rough drafts of your memos
10/19/09	Moral Development, Values and Religion	❖ Read Textbook Chapter 7 ❖ Read Tribe Chapters 4, 5 & 6 ❖ Due In-Class: The Brain and Cognitive Development Memo
10/26/09	The Self, Identity, Emotions and Personality	❖ Read Textbook Chapter 4 ❖ Read Tribe Chapters 7, 8 & 9 ❖ Due In-Class: Moral Development, Values and Religion Memo
11/2/09* *Decision between Research Paper and Character Analysis needed today!	Families	❖ Read Textbook Chapter 8 ❖ Read Tribe Chapters 10, 11 & 12 ❖ Due In-Class: The Self, Identity, Emotions and Personality Memo
11/9/09	Peer and Romantic Relationships & Sexuality	❖ Read Textbook Chapters 6 & 9 ❖ Read Tribe Chapters 13, 14, 15, 16, 17 & 18 ❖ Due In-Class: Families Memo
11/16/09	Schools	❖ Read Textbook Chapter 10 ❖ Read Tribe <i>Chapters 19, 20 & 22</i> ❖ Due In-Class: Peer and Romantic Relationships Memo and/or Sexuality Memo
11/23/09	Culture (Note: No memo possible for this topic)	❖ Read Textbook Chapter 12 (excluding pages 448 - 457) ❖ Take a Break from Tribe! ❖ Due In-Class: Schools Memo
11/30/09* *This is Research Paper and Character Analysis Day!	Problems in Adolescence and Emerging Adulthood	❖ Read Textbook Chapter 13 ❖ Read Tribe Chapter 21, Epilogue & Postscript ❖ Bring rough drafts of your research papers and associated articles or character analyses
12/9/09* *This is our final exam time!	Special Topic - The Media (Note: No memo possible for this topic)	❖ Read Textbook Chapter 12 (pages 448 - 457 only) ❖ Due In-Class: Problems in Adolescence and Emerging Adulthood Memo ❖ Due In-Class: Research Paper or Character Analysis

Note: Our final exam is on Wednesday, December 9th, 2009 from 3:30 PM to 5:18 PM... note that this is two days later than our normal class day and that it is an hour earlier than our normal class time!



THE OHIO STATE UNIVERSITY
College of Education and Human Ecology
School of Physical Activity and Educational Services
PAES 245 – SPORT AND RECREATION LEADERSHIP (U3)
9195 – Autumn 2009

I. GENERAL INFORMATION

Time and Place: MW 12:30pm – 1:48pm @ PE 0109

Instructor: Katie Meyer

Office: PAES Building, A220

Office Hours: By appointment

E-mail: Meyer424@yahoo.com; Meyer.424@osu.edu

Required Text: Russell, R. V., (2001). *Leadership in Recreation (2nd. Edition)*, Boston: McGraw Hill.
***The book has been made into a course packet because the book is no longer in print.** The course packet is available at UniPrint.
Additional readings may be assigned throughout the quarter.

II. COURSE RATIONALE

The purpose of this course is to provide an overview of the theories, styles, principles, and techniques associated with sport and recreation leadership.

III. COURSE DESCRIPTION

Sport and recreation leadership involves the identification of various leadership characteristics and techniques, and the study of methods and materials for comprehensive programming with individuals and different groups in a variety of sport and recreation settings.

IV. COURSE OBJECTIVES:

At the conclusion of this course, the successful student will be able to:

1. To distinguish between different types of leadership styles and describe the managerial position of each, regarding planning, human relations, and personnel.
2. To formulate a leadership philosophy for sport and recreation.
3. To identify and solve problems/current events facing administrators in the profession.
4. To recognize and identify the nature and needs of individuals in a sport / recreation setting.
5. To demonstrate social, teaching, and leadership skills.
6. To knowledgeably discuss the administrative elements pertinent to the area of sport and recreation (e.g., leadership, planning, staff selection, and evaluation).

V. COURSE POLICIES

1. Academic Misconduct

Students are to do their own original work within the confines of the course objectives and evaluation procedures. The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include, but are not limited to, plagiarism, collusion (unauthorized collaboration), copying the work of another student (current or former), forging another student's name on attendance sheets, cheating on tests / quizzes, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an excuse for academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e. committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the *Code of Student Conduct* (http://studentaffairs.osu.edu/resource_csc.asp).

2. Students with Disabilities

Any student who feels he / she may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. The Office for Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at (614) 292-3307 (V) or (614) 292-0901 (TDD) in Room 150 Pomerene Hall to coordinate reasonable accommodations (<http://www.ods.ohio-state.edu/>).

3. Diversity

The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

4. Grievances & Solving Problems

According to University Policies, available from the Division of Student Affairs, if you have any problems with this class, "You should seek to resolve a grievance concerning a grade or academic practice by *speaking first with the instructor or professor*: Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life."

VI. ATTENDANCE

Professionals show up for work and you are expected to show up for class. Other than in extreme emergencies you would never miss a business meeting without letting your supervisor know in advance. You should conduct yourself accordingly in this class. Absence from more than 10% of the scheduled class sessions, **that are unexcused**, is excessive and **your participation and attendance score for the quarter will be reduced by five (5) points for each absence in excess of two (2)** unless I have agreed upon some other arrangements PRIOR to your third absence.

Any combination of two tardy arrivals or leaving class early equals an absence. Anyone who arrives after 12:35pm will be marked as tardy.

There are four situations, which constitute an "excused absence" from the class meeting time. They are:

- 1) Students who participate in a documented University sanctioned event
- 2) Students who have a documented death in the family
- 3) Students who are observing a religious holiday
- 4) Students who are too ill or injured to participate in class

In accordance with Faculty Rule 3335-7-15, students who will be participating in University sanctioned events must provide the instructor with a copy of the scheduled events and those classes which will be missed. This documentation must be on University letterhead, signed by the coach/supervisor, and given to the instructor within the first two weeks of the quarter. Students who will be observing a religious holiday must provide date/event written notification to the instructor within the first two weeks of the quarter. Students who are too ill or injured to participate in class

must provide written documentation from a physician stating that the student cannot participate in class.

VII. EXPECTATIONS

You can expect me to:

1. Prepare for each class session and be present for each class session.
2. Start each class session on time and end each class session on time.
3. Treat the syllabus as a contract (which may be modified unilaterally with adequate prior notice).
4. Grade fairly and return your work promptly with helpful comments.
5. Treat you with respect.
6. Be available to meet with you to discuss any questions or issues regarding the course.

I expect you to:

1. Attend class sessions and be in the room, seated, and ready to start on time.
2. Read the assigned material prior to the initial class session to which it pertains.
3. Complete every assignment on time and in a manner that demonstrates comprehension of the principles.
4. Demonstrate professionalism at all times.
5. Treat everyone in the classroom with respect.
6. Let me know how I can help you get the most out of this course.

VII. ASSESSMENT

Assessment is a critical part of learning. I will assess your understanding of the subject matter, your ability to analyze, your ability to present your views and yourself effectively, and your effort and dedication. I will make every effort to return all work promptly and with comments designed to help you learn and understand. **If you do not understand my comments or my numerical assessment of your work you should seek clarification.** You will have the opportunity throughout the quarter to earn assessment points as specified below. Your accumulation of assessment points will determine your final grade as follows:

Percentages	Grade Equivalent
93% - 100%	A
90% - 92%	A-
87% - 89%	B+
83% - 86%	B
80% - 82%	B-
77% - 79%	C+
73% - 76%	C
70% - 72%	C-
67% - 69%	D+
60% - 66%	D
59% and below	E

You will earn assessment points by completing each requirement on time and in a manner that demonstrates your understanding of the principles and concepts, and by presenting your ideas effectively and yourself professionally. **You cannot present your ideas effectively if your writing and spelling skills are poor. Remember, do not write like you talk!** Your grade on all work will depend in part on your ability to communicate effectively. I expect all writing to be appropriate for a college level course. Grammar and punctuation are critical and greatly influence others' perception of your professionalism.

Substandard work will indicate to me that you really do not care about your grade or yourself.
The maximum number of points per assignment or requirement is as follows:

Assignment	Maximum Points Per Assignment
Background Information	5
Participation and Attendance	30
Midterm Exam	35
Philosophy of Leadership	50
Final Exam	30
TOTAL POINTS	150

ALL ASSIGNMENTS MUST BE COMPLETED AND TURNED IN ON TIME. NO exceptions to this barring an extreme emergency. **Assignments not turned in on time will receive NO points.** Completing an assignment on time does not guarantee the maximum points. Simply meeting the basic requirements of an assignment will earn no more than 75% of the available points. Additional points will be awarded for demonstrating an understanding of concepts and principles, an ability to think critically, creativity, and presenting your ideas effectively.

Assignments must be completed on a computer with appropriate software. Acceptable fonts include Arial, Arial Narrow, or Times New Roman and should not be larger than 12-point font. Margins should be set no more than 1”.

VIII. DETAILS OF ASSESSMENT POINT ACCUMULATION

Background Information (5 points)

Each student is required to provide typed responses to the following:

- Your background (i.e. anything you would like to share)?
- Sports or activities you are currently involved in?
- Sport or recreation work experience?
- What part of the sport and leisure industry do you plan to work in?
- What would you consider your ideal job?

Participation and Attendance (30 points)

Students will be evaluated on their contributions to class discussions and participation in class activities. Missing class will negatively affect your points in this area (i.e., if you are not in class, you cannot participate in discussions!). After 2 unexcused absences, 5 points will be deducted from your participation/attendance grade for each subsequent absence.

Midterm Exam (35 points)

The midterm exam will cover the material presented in class and the readings. The midterm will be designed to assess your comprehension of key issues, concepts, and principles. Test questions may include definitions, multiple choice, fill-in-the-blank, matching, short answers and / or short essays.

Philosophy of Leadership Assignment & Presentation (50 points)

For this assignment, you are expected to develop a leadership philosophy based on the various topics we discuss in class. Within your paper, you will need to describe what type of position you see yourself in and tailor your philosophy around it. Near the end of the quarter, you will submit a written copy of your philosophy and share your philosophy of leadership with the class. Each student is required to make a **professional** 5 to 7 minute oral presentation using PowerPoint. Additional information will be provided and the complete assignment will be posted on Carmen.

Final Exam (30 points)

The comprehensive final exam will cover the material presented in class and in the readings. It will be designed to assess your comprehension of key issues, concepts, and principles. Exam questions will be essay format.



PAES 245 - CLASS SCHEDULE

The class schedule is subject to change based upon our progress and guest speaker availability. You are responsible for keeping up with the changes.

WEEK	DATE	TOPICS	REQUIRED READING	ASSIGNMENTS DUE
1	Sept. 21	No Class		
	Sept. 23	Class Introduction & Syllabus Review	Syllabus & Schedule	Background Information
2	Sept. 28	Context of Recreation Leadership	Chapter 1	
	Sept. 30	Definitions & Theories	Chapter 2	
3	Oct. 5	Recreation Leaders	Chapter 3	
	Oct. 7	Goals of Recreational Leadership	Chapter 4	
4	Oct. 12	Decision Making & Problem Solving	Chapter 5	
	Oct. 14	Group Management	Chapter 6	
5	Oct. 19	Communication	Chapter 7	
	Oct. 21	Leading Change & Innovation	Chapter 8	
6	Oct. 26	Participant Motivation	Chapter 9	
	Oct. 28	Midterm Exam		
7	Nov. 2	Facilitating Recreational Behavior	Chapter 10	
	Nov. 4	Managing Participant Behavior	Chapter 11	
8	Nov. 9	Rallying Resources	Chapter 13	Philosophy of Leadership
	Nov. 11	No School		
9	Nov. 16	Managing the Workload	Chapter 15	
	Nov. 18	Student Presentations		
10	Nov. 23	Student Presentations		
	Nov. 25	No Class		
11	Nov. 30	Student Presentations		
	Dec. 2	Final Exam		

1. Heading

The Ohio State University
College of Education and Human Ecology – School of P.A.E.S.
PAES 262
Coaching the Young Athlete (3 Credit Hours)

Instructor:	S.P. Morris	Call Number:	9079
Office:	[Enter]	Location:	Ramsayer 336
Office Hours:	[Enter]	Time:	T/R 2:30-3:48
e-mail:	morris.615@osu.edu	Qu/Yr:	WI10
Course website:	https://carmen.osu.edu/		

2. Description/Rationale:

This course has been designed as a discussion based introduction to coaching young athletes. Students will be exposed to a number of themes crucial for the development of a coaching philosophy. These themes include the general philosophy of sports, ethics in sports, the coach-athlete relationship, children in sports, and other crucial topics (e.g., gender, ability, and burnout).

3. Relationship to Other Courses/Curricula:

Not applicable.

4. Knowledge, Skills, and Dispositions (Objectives/Student Learning Outcomes):

The knowledge, skills, and dispositions students take from this course will, ideally, be self-derived. The only objective explicitly imposed is to foster a reflexive dialogue on coaching the young athlete. At the same time, students will be exposed to the expectations of the major governing bodies of youth sports (e.g., the National Federation of State High School Associations (NFHS) and the Ohio High School Athletic Association (OHSAA)).

5. Off-Campus Field Experiences:

Not applicable.

6. Diversity:

The curriculum and experience is designed, implemented, and evaluated in a manner that promotes the acquisition and application of knowledge, skills, and dispositions necessary to help all students learn. Class discussions will be an integral part of the learning process within this course, and it is expected that all class members will demonstrate respect for their fellow classmates.

7. Technology:

Course assignments are available via Carmen and are to be submitted via the Carmen drop box.

8. Topical Outline

1. 01/05: Introduction

Part I – Philosophy of Sports

2. 01/07: Read: The Elements of Sport (Suits)
3. 01/12: Read: Coaching a Kingdom of Ends (Fry)

Due: Coaching Philosophy (1st ed.)

Part II – Ethics in Sports

4. 01/14: Read: Competition a Mutual Quest for Excellence (Simon)
5. 01/19: Read: On Sportsmanship and Running Up the Score (Dixon)
6. 01/21: Read: Sportsmanship and Blowouts (Feezell)
7. 01/26: Read: Trash Talking Respect for Opponents and Good
Competition (Dixon)
8. 01/28: Read: The Ethics of Strategic fouling (Simon)

Part III – The Coach-Athlete Relationship

9. 02/02: Read: The Coach-Athlete Relationship (Drewe)
10. 02/04: Read: Obeying Until it Hurts (Burke)
11. 02/09: **Midterm**
12. 02/11: **Guest Speaker:**

Part IV – Children in Sports

13. 02/16: Read: Do Children Have a Right to Play (Austin)
14. 02/18: Read: The Case for Revolution in School Sports (Mitchell)
15. 02/23: Read: De-emphasizing Competition in Organized Youth Sport
(Torres & Hager)
16. 02/25: Read: Children and Dangerous Sport and Recreation (Russell)

Part V – Other Crucial Topics

17. 03/02: Read: Sport Parental Autonomy and Childrens Right to an Open
Future (Dixon)
18. 03/04: Read: Prayers for Assistance as Unsporting Behavior (Kreider)
19. 03/09: Read: Women in Sports (Kilty) **and** Integrating Children with
Physical Impairments into Sports Activities (Pinter et al)
20. 03/11: **FINAL EXAM**
Due: Coaching Philosophy (2nd ed.)

*** I reserve the ability to alter dates and assignments,
including but not limited to exam dates and project due dates. ***

9. Course Requirements/Evaluation:

1. Attendance 1%

- Criteria: attend class at least once

2. Mid-term 33%

- Criteria: eleven short answer questions, three points each
 - Unacceptable answer = 0 points
 - False answer = 1 point
 - True, but incorrect answer = 2 points
 - True, and correct answer = 3 points

3. Final 33%

- Criteria: see Mid-term

4. Coaching Philosophy 33%

- See Carmen

Total 100%

GRADING SCALE	
Points	Letter Grade
98+	A+
94-97	A
90-93	A-
88-89	B+
84-87	B
80-83	B-
78-79	C+
74-77	C
70-73	C-
68-69	D+
64-67	D
60-63	D-
59-	F

(if applicable)

10. Texts/Reading List/Bibliography:

Course reading packets can be obtained at Uniprint at Tuttle Park Place

(<http://uniprint.osu.edu/>)

- Supplemental Texts (not required, but useful):
 - Alberts, Carol L. *Coaching Issues & Dilemmas: Character Building Through Sport Participation*. Oxon Hill, Md: AAHPERD, 2003.
 - Cassidy, Tania, Robyn L. Jones, and Paul Potrac. *Understanding Sports Coaching: The Social, Cultural and Pedagogical Foundations of Coaching Practice*. London: Routledge, 2004.
 - DiCicco, Tony, Colleen Hacker, and Charles Salzberg. *Catch Them Being Good: Everything You Need to Know to Successfully Coach Girls*. New York, N.Y.: Viking, 2002.
 - Garrett, Matt. *Preparing the Successful Coach*. Boston: Jones & Bartlett, 2008.
 - Jenkins, David, and Peter Reaburn. *Guiding the Young Athlete: All You Need to Know*. St. Leonards, N.S.W.: Allen & Unwin, 2000.
 - Martens, Rainer. *Successful Coaching*. Champaign, Ill: Human Kinetics, 1997.
 - Murphy, Shane M. *The Cheers and the Tears: A Healthy Alternative to the Dark Side of Youth Sports Today*. San Francisco: Jossey-Bass Publishers, 1999.
 - Nakamura, Raymond M. *The Power of Positive Coaching*. The Jones and Bartlett series in health sciences. Boston: Jones and Bartlett Publishers, 1996.
 - National Association for Sport and Physical Education. *Quality Coaches, Quality Sports: National Standards for Sport Coaches*. Oxon Hill, MD: American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), 2006.
 - Schloder, Monika E., and Richard T. McGuire. *Coaching Athletes: A Foundation for Success*. Marina del Rey, Calif: Health for Life, 1998.
 - Williams, Jean M. *Applied Sport Psychology: Personal Growth to Peak Performance*. Mountain View, Calif: Mayfield Pub, 1998.

11. Statement of Student Rights:

Any student with a documented disability who may require accommodations should self-identify to the instructor as early in the quarter as possible to receive effective and timely accommodations. Students with a disability are to work through the Office for Disability Services to secure appropriate accommodations.

12. Academic Misconduct:

Students are expected to do their own original work within the confines of the course objectives and evaluation procedures. Any deviation from these expectations is considered academic misconduct and [Enter Official Misconduct Rule] will be enforced. Each instructor shall report to the committee on academic misconduct all instances of which he or she believes to be academic misconduct.

13. Cell Phone Policy:

Students are expected to silence phone ringers during class or to have their phones turned off altogether – see me in special circumstances.

14. Exam Time Policy:

Exams will be hand written, in class, using bluebooks. Students are not permitted to shade their eyes during exams. All of the student's personal belongings are to be stored under their respective seats (with the exception of a writing utensil).

ADOLESCENT SEXUALITY

Instructor: Raymond Montemayor, Ph.D.
Office: 247 Psychology Building
Email: montemayor.1@osu.edu
Telephone: 292-3059

Course Description and Objectives

Adolescent sexuality is an issue not only of great importance to adolescents but to all of us. Our sexuality is a fundamental aspect of who we are, a central component of our identity, and of how others see us. Powerful psychological, social, and biological forces influence the onset of sexuality, the person with whom it occurs, and the context in which it takes place, and our sexuality, once expressed, has a profound influence on every aspect of our lives. The purpose of this course is to examine these issues as they first unfold during adolescence. In this course, we will consider many specific aspects of adolescent sexuality, but two issues form the basis for this course: Why do adolescents engage in sexual behavior in all of its manifestations?; and, What impact does sexuality have on adolescent development?

Readings

There is not a textbook for this course. Instead, readings come from scholarly journals and the popular press. Readings consist of empirical studies, review articles, theoretical papers, and magazine stories about different aspects of adolescent sexuality. I plan to discuss each reading in class, but there is more detail in each article than I will cover in class. You are responsible for knowing the material in each reading, whether I cover it in class or not. Some of the readings are straightforward and easy to read, but some are not. Do not make the mistake of waiting until the night before the exam to read each article. I highly recommend that you read along with me and ask in class any question you might have about a reading. Readings are available on the class website.

Grades

Examinations

There are two examinations in this course, a midterm and a final. Each exam counts 40% of your total grade. Each test has about 60 multiple choice questions from readings, lectures, and class discussions, so it is important for you to come to class and take good notes. The final exam is not comprehensive. Be sure to bring a No. 2 pencil with you on the day of each exam.

Paper

There is a required term paper for this class that counts 20% of your grade. Your paper should be an examination of some aspect of adolescent sexuality. You do not have to write about a topic we covered in this course. You can write on any aspect of adolescent sexuality that interests you. Choose a topic that is

specific enough that you can adequately cover it in five pages. Your material should come mainly from scholarly journals. I have included a list of some topics that might help you decide what to write about.

Your paper should be 4-5 pages long, typewritten and double-spaced. Your paper is due on the last day of class. You must give me a hard copy of your paper because I do not accept papers sent to me through email; there are too many viruses floating around and I will not take the chance of opening up an attachment. Late papers will be lowered one letter grade for every day it is late.

Some Possible Paper Topics

Here is a list of some topics that could be the basis for your paper. These topics are meant to give you some ideas about what you could do, but there are many other issues you might examine.

Theories—Why do adolescents have sex?	Teenage abortion
Measurement issues—Can we believe what adolescents tell us?	Giving up a baby for adoption
Historical changes in premarital sexuality	Birth control
Age, gender, or racial differences in sexuality	Sex education
Adolescent sexuality in other cultures	Abstinence education
Sex play in childhood	Sexually transmitted diseases
Biological influences	Sexual fantasies
Influence of parents	Pornography
Parent-adolescent communication	Gay adolescents
Peer influence	Lesbian adolescents
Religion	Adolescent sex offenders
Media—TV, movies, music, the internet	Legal issues
Self-esteem	Teen fathers
Influence of gender roles on sexuality	Outcome of teen pregnancy to mothers and babies
Causes of teen pregnancy	

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term academic misconduct includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Disability Services

Students with disabilities that have been certified by the Office for Disability services will be appropriately accommodated. You should inform me as soon as possible about your needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu>

Course Outline

Week	Class	Topic and Readings
1	1	Introduction and Orientation to Course
	2	Theories About Adolescent Sexual Behavior Weisfeld, G. E. & Woodward, L. (2004). Current evolutionary perspectives on adolescent romantic relations and sexuality. <i>Journal of the American Academy of Child and Adolescent Psychiatry</i> , 43, 11-19. Gillmore, M. R., et al. (2002). Teen sexual behavior: Applicability of the theory of reasoned action. <i>Journal of Marriage and Family</i> , 64, 885-897. Deptula, D. P., et al. (2006). Adolescent sexual behavior and attitudes: A costs and benefits approach. <i>Journal of Adolescent Health</i> , 38, 35-43.
2	1	Methodological Issues Upchurch, D. M., et al. (2002). Inconsistencies in reporting the occurrence and timing of first intercourse among adolescents. <i>The Journal of Sex Research</i> , 39, 197-206. Alexander, M. G. & Fisher, T. D. (2003). Truth and consequences: Using the bogus pipeline to examine sex differences in self-reported sexuality. <i>The Journal of Sex Research</i> , 40, 27-35.

2 Sexual Development from Childhood to Adolescence

Okami, P., et al. (1997). Sexual experiences in early childhood: 18-year longitudinal data from the UCLA family lifestyles project. *The Journal of Sex Research*, 34, 339-347.

Larsson, I., & Svedin, C. G. (2002). Sexual experiences in childhood: Young adults' recollections. *Archives of Sexual Behavior*, 31, 263-273.

3 1 Puberty and Adolescent Sexual Behavior

Tucker, C., et al. (1998). Monthly measures of salivary testosterone predict sexual activity in adolescent males. *Archives of Sexual Behavior*, 27, 445-465.

Ostovich, J. M., & Sabini, J. (2005). Timing of puberty and sexuality in men and women. *Archives of Sexual Behavior*, 34, 197-206.

2 Sexual Orientation—Homosexuality

Savin-Williams, R. C. (2005). *The new gay teenager*. Cambridge, MA: Harvard University Press.

4 1 Historical Changes in Adolescent Sexual Behavior

Wells, B. E., & Twenge, J. M. (2005). Changes in young people's sexual behavior and attitudes, 1943-1999: A cross-temporal meta-analysis. *Review of General Psychology*, 9, 249-261.

2 Contemporary Adolescent Sexual Behavior

National Campaign to Prevent Teen Pregnancy. (2003). *14 and younger: The sexual behavior of young adolescents*. Washington: DC.

Ali, L., & Scelfo, J. (2002, December 9). Choosing virginity. *Newsweek*, pp. 60-71.

Frontline. (1999). *The lost children of Rockdale County*. Washington, DC: Public Broadcasting Service.

5 1 Adolescent Dating and Romance

Connolly, J., et al. (2000). The role of peers in the emergence of heterosexual romantic relationships in adolescence. *Child Development*, 71, 1395-1408.

Giordano, P. C., et al. (2006). Adolescent romantic relationships: An emerging portrait of their nature and developmental significance. In A. C. Crouter & A. Booth (Eds.), *Romance and sex in adolescence and emerging adulthood: Risks and opportunities* (pp. 127-150). Mahwah, NJ: Erlbaum.

2 Initiation of Sexual Intercourse

Carvajal, S. C., et al. (1999). Psychosocial predictors of delay of first sexual intercourse by adolescents. *Health Psychology, 18*, 443-452.

French, D. C., & Dishion, T. J. (2003). Predictors of early initiation of sexual intercourse among high-risk adolescents. *Journal of Early Adolescence, 23*, 295-315.

6 1 MIDTERM EXAM

2 Intrapersonal and Cognitive Influences

Spencer, J. M., et al. (2002). Self-esteem as a predictor of initiation of coitus in early adolescents. *Pediatrics, 109*, 581-584.

Michels, T. M., et al. (2005). Initiating sexual experiences: How do young adolescents make decisions regarding early sexual activity? *Journal of Research on Adolescence, 15*, 583-607.

7 1 Media Effects

Pardun, C. J., et al. (2005). Linking exposure to outcomes: Early adolescents' consumption of sexual content in six media. *Mass Communication and Society, 8*, 75-91.

Brown, J. D., et al. (2005). Mass media as a sexual super peer for early maturing girls. *Journal of Adolescent Health, 36*, 420-427.

2 Parent Influences

Jaccard, J., et al. (2000). Parent-teen communication about premarital sex: Factors associated with the extent of communication. *Journal of Adolescent Research, 15*, 187-208.

O'Sullivan, L. F. et al. (2001). Mother-daughter communication about sex among urban African American and Latino families. *Journal of Adolescent Research, 16*, 269-292.

8

1 Peers and Adolescent Sexuality

Kinsman, S. B., et al. (1999). Early sexual initiation: The role of peer norms. *Pediatrics*, 102, 1185-1192.

Prinstein, M. J., et al. (2003). Adolescent oral sex, peer popularity, and perceptions of best friends' sexual behavior. *Journal of Pediatric Psychology*, 28, 243-249.

2 Peer Pressure

Rodgers, J. L., et al. (1998). Social contagion, adolescent sexual behavior, and pregnancy: A nonlinear dynamic EMOSA model. *Developmental Psychology*, 34, 1096-1113.

Jaccard, J., et al. (2005). Peer influences on risk behavior: An analysis of the effects of a close friend. *Developmental Psychology*, 41, 135-147.

9

1 Teenage Pregnancy—Causes

Miller, B. C., et al. (2001). Family relationships and adolescent pregnancy risk: A research synthesis. *Developmental Review*, 21, 1-38.

2 Teenage Pregnancy—Outcomes to Mothers and Infants

Luker, K. (1996). *Dubious conceptions* (pp. 109-174). Cambridge, MA: Harvard University Press.

10

1 Sex Education—Abstinence Sex Education

Bearman, P. S., & Brückner, H. (2001). Promising the future: Virginity pledges and first intercourse. *American Journal of Sociology*, 106, 859-912.

Silva, M. (2002). The effectiveness of school-based sex education programs in the promotion of abstinent behavior: A meta-analysis. *Health Education Research*, 17, 471-481.

2 Sex Education—Comprehensive Sex Education

Kirby, D. (2002). Effective approaches to reducing adolescent unprotected sex, pregnancy, and childbearing. *The Journal of Sex Research*, 39, 51-57.

Kelly, K. (2005, October 17). Are we teaching our kids way too much about sex? Or not nearly enough? *U. S. News & World Report*, pp. 45-51.

FINAL EXAM

Psychology 684: Psychology of Delinquency (5 credit hours)
(Monday and Wednesday, 3:30-4:48 p.m.; Jennings Hall rm. 164)

The Ohio State University
Autumn Quarter, 2008
Professor John C. Gibbs
(292-7918; rm. 237 Psychology Bldg.; gibbs.1@osu.edu,
(Office hours MW 1:30—2:30 or by appt.)

Objective

The objective of the course is to enable participants to gain a research-oriented understanding of the current findings and issues in the psychology of delinquency, and to gain particular sophistication with respect to selected research areas and issues.

Plan for Achieving Objective

Participants will gain this understanding and sophistication through: completion and discussion of assigned readings (featuring discussions of questions as provided mainly by class members); development and completion of a paper relating to a selected topic in the readings; a class presentation related to one's paper topic; and discussions based on the class presentations.

Required Reading

The common required reading consists of: (1) a packet of recent journal articles and book chapters; (2) chapters from Stanton Samenow's *Inside the Criminal Mind, 2nd ed.* (Random House, 2004); and (3) all of Alan Kazdin's *Conduct Disorders in Childhood and Adolescence (CDCA; 2nd edition; Sage, 1995)*. (Recommended are the instructor's pertinent books: *Moral Development and Reality: Beyond the Theories of Kohlberg and Hoffman* [Sage, 2003]; and *The EQUIP Program: Teaching Youth to Think and Act Responsibly through a Peer-Helping Approach* [Research Press, 1995].) The books should be available at local bookstores (University/Millikan Road, Barnes & Noble, SBX, others). The packet can be purchased at the Tuttle Uniprint store, 2055 Millikan Way.

Question lists for the reading assignments are provided in the final section of this syllabus. To make possible good class discussions, students must prepare for class by doing the readings, studying the question lists, and (at least sometimes) preparing their own discussion questions (see Details Regarding the Quizzes and Details Regarding Class Participation sections).

Determinants of Grades

Grades will be determined by performance on: (1) the paper; (2) midterm and final quizzes (see below); and (3) class participation (see Details Regarding Class Participation, below). These factors will each count about one-third of the grade.

Details Regarding the Quizzes and Question Lists

The paper, preparation of discussion questions, class presentations, and class discussions provide an opportunity for individual reflection, synthesis, and expression. The quizzes are designed to stimulate and provide an opportunity to demonstrate mastery of the "meat and potatoes," that is, knowledge and theory in the psychology of delinquency. The midterm and final quizzes will be more like exercises than examinations, since all of the questions will be drawn verbatim from the question pools. There will be 10 short-answer questions on each of two midterm quizzes and 10 on the final (actually 12, with 2 questions of your choice as "throw-aways"). The final quiz will cover the post-midterm material only.

Details Regarding the Paper

As noted, the objective of participants as they develop their papers will be to gain particular sophistication with respect to a specific research area or issue in the psychology of delinquency. The paper should also reflect diligent and comprehensive library work. (Helpful in this connection are consultations with reference librarians as well as on-line services such as PsycInfo, Oscar, and OhioLink. The GoogleScholar.com data base may be useful, but it does not include proprietary sources such as PsycInfo. Other web sources may be suspect and are not encouraged.) In addition to its scholarly substance, the paper should entail organization, coherence, and reflective thought. Three requirements are that the paper: (a) make reference at some point to pertinent required reading; (b) use a minimum of 5 references beyond the required reading; and (c) be typed double-spaced for a total length of between five and fifteen pages. Papers are due on the last regular class session during the week prior to the final exam; students turning in papers after this date will receive an Incomplete with prejudice.

Details Regarding Class Participation

Class participation entails: (a) attendance (note: a habit of leaving class early is not considered good class participation); (b) of course, reading each assignment; (c) a class presentation ("time of sharing") based on what one has been learning in working on one's paper; and (d) perhaps contributing, based on the assignment, a discussion questions (note: a habit of not asking one's discussion question despite ample class time is not considered good class participation). The class presentations will be graded highly satisfactory, satisfactory, and unsatisfactory by the criteria of preparedness/organization and clarity/coherence. The discussion questions (encouraged but not required) should be typed if possible, and one's name and the assignment/date should be at the top of the page. It is expected that the discussion questions will be of good quality. Excellent class participation would entail, then: perfect or near-perfect attendance; a highly satisfactory class presentation; and submission of a high-quality discussion question for all or many of the assignments.

Organization

There are three "families" of questions which seem to be fundamental in recent psychological studies of delinquency:

I. Characterization: What is delinquency? How do delinquents (or conduct-disordered adolescents) differ as a whole from non-delinquents? Are there distinct types of juvenile delinquents?

II. Risk and protective factors: What factors enhance the risk that a child will become a delinquent? What factors play a protective role? Can juvenile delinquency or recidivism be predicted?

III. Treatment/Prevention: Is effective treatment possible? Can delinquency be prevented? What approaches and programs have been tried, and how successful have they been with various types of delinquents?

The above three categories of questions constitute the basic organization for the course material. The paper topics are grouped under divisions representing each of those three questions. Required readings are associated with most of the divisions.

Discussion Agenda for Required Readings (Note: A separate agenda will be provided for dates of times of sharing)

I. Overview

September 24. Preliminary, introductory, and organizational.

First assignment for September 29 (two assignments). Chapters 1 ("Introduction and Nature of the Problem") and 2 ("Diagnosis and assessment") in Kazdin's (1995) *Conduct Disorders in Childhood and Adolescence (CDCA)*, one of the textbooks).

II. Characterization (see paper topics 1-9)

A. Personality, cognitive, and developmental perspectives

Second assignment for September 29. Pp. 133-151 of Lickona, T. (1983). Stage 2: What's in it for me? In *Raising good children*. New York: Bantam Books.

October 1. Offer, D., Marohn, R. W., & Ostrov, E. (1979). Chapter 3 ("Four Psychological Subtypes") in *The psychological world of the juvenile delinquent*. New York: Basic Books.

October 6. Dodge, K. A. & Schwartz, D. (1997). Social information processing mechanisms in aggressive behavior. In D. M. Stoff, J. Breiling, & J. D. Maser (Eds.), *Handbook of antisocial behavior*. NY: Wiley.

B. The violent or psychopathic juvenile offender

October 8. Two assignments. (1.) Haney, C. W. (1983). The good, the bad, and the lawful: An essay on psychological injustice. In W. Laufer & J. M. Day (Eds.), *Personality theory, moral development, and criminal behavior*. Lexington, MA: Lexington Books. (2.) Caution to the Reader, Preface, and chapters 1 ("Basic Myths about Criminals") and 12 ("The Criminal's Self-Image: Decent People") in Samenow's *Inside the criminal mind* (one of the course textbooks, *ICM*). Students are strongly encouraged to read also chapters 6-11 and 13-14 (these chapters will not be assigned, however).

October 13. Goleman, D. (1995). The roots of empathy. Chapter 7 (pp. 96-110) of *Emotional Intelligence: Why it can matter more than IQ*. New York: Bantam Books.

October 15. Midterm exam I.

C. The female delinquent

II. Contributing (Risk and Protective) Factors (see paper topics 10-27)

A. Social and Psychological Context

October 20. Warren, M. Q., & Hindelang, M. J. (1979). Current explanations of offender behavior. Chapter 7 in H. Toch (Ed.), *Psychology of crime and criminal justice*. New York: Holt, Rinehart, and Winston.

B. Developmental disabilities

C. Family and other Social factors

October 22. Dodge, K. A., Pettit, G. S., & Bates, J. E. (1997). How the experience of early physical abuse leads children to become chronically aggressive. In D. Cicchetti & S. L. Toth (Eds.), *Developmental perspectives on trauma: Theory, research, and intervention* (pp. 263-288). Rochester, NY: University of Rochester Press.

October 27. Dodge, K. A., McLoyd, V. C., & Lansford, J. E. (2005). The cultural context of physically disciplining children. In V. C. McLoyd, N. E. Hill, & K. A. Dodge (Eds.), *African American family life: Ecological and cultural diversity* (pp. 245-263). New York: Guilford Press.

October 29. Chapter 3 ("Risk Factors, Onset, and Course of Dysfunction") in *CDCA*.

November 3. Chapters 2 ("Parents Don't Turn Children into Criminals") in Samenow's *Inside the criminal mind (ICM)*, 3 ("Peer Pressure: No Excuse for Crime") in *ICM*, and 4 ("The Hell with School") in *ICM*.

D. Cognitive or self-esteem factors

November 5. Gibbs, J. C. (2003). Chapter 6 ("Understanding Antisocial Behavior"). In *Moral development and reality: Beyond the theories of Kohlberg and Hoffman*. Thousand Oaks, CA: Sage.

E. Longitudinal and predictive studies (no required reading, but there may be times of sharing)

November 10. Midterm Exam II

III. Treatment/Prevention (see paper topics #28-48)

A. Overview

November 12. Chapters 4 ("Current Treatments"), and 6 ("New Directions for Research") in *CDCA*.

B. Developmental approaches

November 17. Gibbs, J. C. (2003). Chapter 7 ("Treating Antisocial Behavior"). In *Moral development and reality: Beyond the theories of Kohlberg and Hoffman*. Thousand Oaks, CA: Sage. (NOTE: The in-press [Boston: Allyn & Bacon] version of Chapter 7 is provided in the Uniprint packed.)

First assignment for November 19 (two assignments) . (1.) Pp. 151-159 of Lickona, T. (1983). Stage 2: What's in it for me? In *Raising good children*. New York: Bantam Books. [Read the Patterson assignment first.]

C. Behavioral approaches

Second assignment for November 19. (2.) Patterson, G. R. (1975, rev. ed.). Chapters 11 ("The Child Who Steals") and 12 ("The Aggressive Child") in his *Families: Applications of social learning to family life*. Champaign, IL: Research Press. (NOTE: Have a good Thanksgiving Nov. 22!)

D. Family- and Community-based programs (no required reading, but there may be times of sharing)

E. Recreational and vocational programs (no required reading, but there may be times of sharing)

F. Prevention or diversion programs (no required reading, but there may times of sharing)

November 24. Chapter 5 ("Prevention") in *CDCA*.

November 26. **CLASS CANCELLED:** Have a good Thanksgiving (Nov. 27)!

G. Miscellaneous approaches (no required reading, but there may be times of sharing)

H. Treatment of the violent or psychopathic juvenile offender

December 3. Chapters 15 ("To Change a Criminal") and 16 ("`Habilitation' or More Crime?") in Samenow's *ICM*.

N.B.: The Final Exam will be given on December 11, Thursday, at 3:30 p.m.

PAPER TOPIC AREA OPTIONS

(Titles are suggestive only)

- I. Characterization
 - A. Personality, Cognitive, and Developmental Perspectives
 - 1. "Personality Classifications of Delinquents"
 - 2. "Sensation-Seeking, Impulsivity or Attention Deficit/Hyperactivity, and Delinquency"
 - 3. "Locus of Control and Delinquency"
 - 4. "Intelligence and Delinquency"
 - 5. "Moral Judgment Immaturity and Delinquency"
 - B. The violent or psychopathic juvenile offender
 - 6. "The Violent Juvenile Offender"
 - 7. "The Juvenile Sex Offender"
 - 8. "Psychopathy: Recent Research and Conceptual Issues"
 - C. The female delinquent
 - 9. "The Female Delinquent"
- II. Contributing (Risk and Protective) Factors
 - A. Social and psychological contexts
 - 10. "The Control or Social Bond Theory of Delinquency"
 - 11. "The Labeling Theory of Delinquency"
 - 12. "School-Related Factors and Delinquency"
 - 13. "Bullying at School"
 - 14. "Gang- or Peer-Related Factors and Delinquency"
 - 15. "Social-Class, Community, or Neighborhood-Related Factors & Delinquency"
 - B. Developmental disabilities
 - 16. "Learning Disability and Delinquency"
 - 17. "Genetic Factors and Delinquency"
 - 18. "Psychobiological Factors and Delinquency"
 - C. Family factors
 - 19. "Parenting Factors and Delinquency"
 - 20. "Ecology of the Home and Delinquency"
 - 21. "Child Abuse and Delinquency"
 - D. Attitudinal or self-esteem factors
 - 22. "Cognitive Distortion and Delinquency"
 - 23. "Relations Between Self-Esteem or Self-Concept and Delinquency"
 - 24. "Depression and Delinquency"
 - E. Longitudinal and predictive studies
 - 25. "Longitudinal and Predictive Analyses of Delinquency"
 - 26. "Predictive Analyses of Recidivism"

- F. Etiology of the violent or psychopathic offender
 - 27. "Factors Contributing to Psychopathy or Violent Offending"
- III. Prevention and Treatment
 - A. Overview
 - B. Developmental and educational approaches
 - 28. "Positive Peer Culture and Related Approaches to the Treatment of Delinquency"
 - 29. "Sociomoral-Developmental Approaches to the Treatment of Delinquency"
 - 30. "Educational or School-Based Approaches to the Treatment of Delinquency"
 - 31. "Bullies: Strategies for Intervention"
 - C. Behavioral and cognitive-behavioral approaches
 - 32. "Use of the Token Economy in the Treatment of Delinquency"
 - 33. "Behavioral Approaches to the Individual Treatment of Delinquents"
 - 34. "Social Skills Training in the Treatment of Delinquents"
 - 35. "Anger Management and other Cognitive-Behavioral Therapies"
 - D. Family- and community-based programs
 - 36. "Family-Focused Programs for the Treatment of Delinquents"
 - 37. "Multi-Systemic Therapy for Delinquents"
 - 38. "Community-Based Programs for the Treatment of Delinquents"
 - E. Recreational and vocational programs
 - 39. "Recreational and Outdoor Programs for the Treatment of Delinquents"
 - 40. "Vocational Programs for the Treatment of Delinquents"
 - F. Prevention or diversion programs
 - 41. "Preventing Delinquency"
 - 42. "Diversion Programs for Delinquents"
 - G. Miscellaneous programs
 - 43. "Delinquency and Treatment"
 - 44. "Multi-Component Approaches to the Treatment of Delinquents"
 - 45. "Reality Therapy for Delinquents"
 - H. Treatment of the violent or psychopathic offender
 - 46. "Psychopharmacological Treatment of Aggression"
 - 47. "Treatment of Violent or Psychopathic Juvenile Offenders"
 - 48. "Treatment of Sex Offenders"

QUESTION POOL FOR MIDTERM QUIZ I

RE Kazdin's Chapter 1 ("Introduction and Nature of the Problem") and 2 ("Diagnosis and Assessment")

1. How does Kazdin distinguish between "antisocial behavior" and "conduct disorder"?
2. Illustrate and briefly distinguish between externalizing and internalizing patterns of dysfunctional behavior, and note how boys and girls tend to differ in these terms.
3. How does delinquency differ from conduct disorder? Within delinquency, how do index offenses differ from status offenses?
4. Briefly describe four adolescent problems that tend to be "concurrent" (p. 15) with conduct disorder.
5. Briefly describe the parent and family characteristics that are often associated with conduct disorder youths.
6. Illustrate typical circumstances or contextual factors relevant to conduct disorder.

--(Possible discussion question:) "Sympathy for the conduct disorder child or adolescent is easily evoked by detailing the personal situations and influences from which such youths emerge. The sympathy is often lost when turning to the victims of antisocial acts, who may have had chance contact with antisocial youths and were beaten, robbed, burned, or victimized in some other way" (p. 19). How much sympathy, then, should we have for antisocial youths? Are they passive victims, actively willful victimizers, or both?
7. Briefly discuss the "benefits" (p. 22) that could accrue from diagnosing a behavioral disorder.

--(Possible discussion question:) Is a conduct problem really a "disorder" analogous to a medical disease?
8. What does it take, in the DSM-IV, for child or adolescent antisocial behavior to be diagnosed as a "conduct disorder" (essential feature, symptoms)? How is it distinguished from Oppositional Defiant Disorder?
9. Briefly discuss the ambiguities and sources of controversy pertaining to the DSM diagnostic criteria for identifying "Conduct Disorder."
10. Briefly discuss sex differences in Conduct Disorder. Note differences in base rate (i.e., in clinical significance), change over time, age of onset, and characteristic symptom patterns.
11. Briefly discuss distinct subtypes within Conduct Disorder: Overt versus covert? Child-onset versus adolescent-onset? Reactive versus proactive?
12. Briefly discuss "problem behavior theory" and "progressive severity" approaches to antisocial behavior.
13. Briefly describe five modalities in the assessment of antisocial behavior.

14. Why do most studies of antisocial behavior use measures that assess not only antisocial behavior but also other areas of psychopathology? Why have teacher and parent rating scales been the most widely used?

15. Why does Kazdin recommend that multiple measures be used in the study of conduct disorder?

RE pp. 132-151 of Lickona's "Stage 2: What's In It for Me?" note: the remainder of the chapter is assigned later in the quarter

--(Possible discussion question:) If "Stage 2 is alive and well in most of us adults," then how can it be considered to be developmentally immature?

16. Briefly evaluate the "partial understanding" (p. 137) of morality at Stage 2. Why is the understanding only "partial"?

17. Briefly describe the sense of fairness or understanding of the Golden Rule at moral judgment Stage 2. How are interpersonal relationships conceptualized? Why, according to Lickona, are there so many fights when kids are at Stage 2?

18. Briefly elaborate on Lickona's description of Stage 2 as short-term and "very concrete" (p. 142). What problems thereby tend to ensue? How does this stage contrast with Stage 3?

--(Possible passage for discussion:) "Especially when Stage 2 is first breaking through, kids' energy tends to go into asserting *their* needs and desires and making the world accommodate them. They have a supersensitive Unfairness Detector when it comes to finding all the ways that people are 'unfair' to them. But they have a big blind spot when it comes to seeing all the ways *they* aren't fair to others and all the ways parents and others do things for them!" (p. 149).

--(Possible discussion question:) Why does Lickona recommend that kids learn self-defense, but that parents may need to intervene against bullying?

19. Briefly discuss how a parent can "go with the flow" of their child's stage 2 thinking. In particular, list and illustrate particular ways to "go with the flow."

20. Why does Lickona advise against making a habit of "dealing" to get kids to help or obey? Why does he nonetheless advocate "give-and-take discussion"?

RE Offer's "Four Psychological Subtypes"

21. Briefly compare the impulsive and narcissistic psychological subtypes as represented, respectively, by Victor and Kenneth. Use one or more case details to characterize and distinguish these subtypes.

22. Briefly compare the empty-borderline and depressed-borderline psychological subtypes as represented, respectively, by Lorraine and Martha. Use one or more case details to distinguish these subtypes.

--(Possible discussion question:) Briefly compare the first two with the latter two psychological subtypes in Offer et al.'s typology. What key difference do you see?

RE Dodge and Schwartz's "Social Information Processing Mechanisms in Aggressive Behavior"

23. List the six steps in Dodge's social information processing model of aggressive behavior. Do Dodge et al. claim that all six steps are always evident in aggressive behavior? Why or why not?

24. Briefly describe the social information processing correlates of aggression, with particular attention to "deficits and biases in processing at each stage" (p. 173).

25. Briefly describe the processing and behavioral effects of chronic child maltreatment (especially, physical abuse) during socialization.

26. Briefly distinguish between the proactive and reactive subtypes of aggression in terms of their "different mental processes" (distortions/deficits) (p. 175).

N.B.: "It should be emphasized that aggressive behavior is determined by processing at multiple stages [and not exclusively by specific classes of cognitive operations]. For example, high rates of reactively aggressive behavior are presumed to be associated with hostile attributional biases (Dodge, 1991). However, such biases may lead to a more submissive-victimized behavioral profile when accompanied by unusually negative outcome expectancies for aggressive and assertive behavior (Schwartz et al., 1995). Hostile attributional biases also may be associated with depression when accompanied by internal, stable, and global attributions for negative peer group outcomes (Quiggle et al., 1992)" (p. 176).

27. Briefly discuss the relation between biological mechanisms and mental mechanisms, according to Dodge and Schwartz.

28. Illustrate the implications for intervention of "the general hypothesis that social cognitive factors play a role in aggressive behavior problems" (p. 177).

29. List four "thorny dilemmas" that should be addressed in future SIP research and theory, according to Dodge and Schwartz.

RE Haney's "The Good, the Bad, and the Lawful: An Essay on Psychological Injustice"

30. Briefly describe Haney's critique of Kohlberg's moral-developmental theory. Why is Samenow's theory even worse, according to Haney?

31. Briefly describe Haney's situational analysis of crime. How does Haney account for the fact that some individuals do not respond to risk factors by committing crimes?

32. Briefly describe Haney's critique of prisons.

--(stimulus for possible discussion:) "Dispositional theories . . . continue to take the pressure off our political and economic systems. When issues are seen as the product of pathological people, we are less concerned about changing situations" (p. 116).

--(Possible discussion question:) How valid are Samenow's (see assignment below) and Kohlberg's (see Lickona assignment) theories in the light of Haney's critique? Are you convinced that such theories should be abandoned?

RE Samenow's "Caution to the Reader," "Preface" to *Inside the Criminal Mind*, Chapter 1 ("A New Beginning"), Chapter 2 ("The Basic Myths about Criminals"), and Chapter 12 ("Criminal Self-Image: Decent People")

Caution to the Reader

33. What does Samenow say is "important to bear in mind" about the criminal? If there is a "spectrum" (p. xiii) or "continuum" (p. xii) of irresponsible thinking, then how can Samenow posit a qualitatively different "criminal mind"?

N.B. in Preface to the New Edition: "I [Samenow] am writing this book twenty years after the first edition was published" because "there still is an undying adherence to the view that environment and mental illness cause people to commit crimes" (xv).

Preface to the 1984 Edition

34. What beliefs about criminal behavior does Samenow say he had to "unlearn" (xxi)? If the youths in the wards were "no longer psychotic or intensely neurotic" (p. xx), then what were they?

35. Briefly describe Samenow and Yochelson's "entirely new approach to understanding and changing criminal behavior." Why does Samenow call conventional theories of crime "erroneous and counterproductive" (p. xxi)?

--(Possible discussion question:) "Yochelson's [and my] work can be responded to in political terms, but it is apolitical" (p. xxiv). Do you agree? What is the issue between Haney's and Samenow's arguments?

Chapter 1: Basic Myths about Criminals

36. What "proposition" is behind "basic myths about criminals" or "deeply ingrained beliefs about the causes of crime," according to Samenow? What does Samenow aim to "show" (p. 1)?

37. Briefly discuss Samenow's criticism of the "compulsion" explanation for repeat crimes as well as the temporary insanity explanation for an "out of character" crime (p. 2).

38. Briefly discuss Samenow's rejection of "the prevalent opinion that society is more to blame for crime than the criminal" (p. 3). Pay particular attention to social institutions such as economy or job market, family, schools, and media. What is "more critical than the environment itself" (p. 5)?

--(Possible discussion question:) "What of the observation that a disproportionate number of people incarcerated for crimes are both poor and from minority groups?" (p. 3).

39. Briefly depict Samenow's critique of the view that humans are passive and easily "shaped by external forces" (p. 7)

40. What do chronic offenders do, according to Samenow, "when they are interviewed after being apprehended" (p. 8)? Why does Samenow object to "the position that the criminal is a victim" (p. 13)?

41. Briefly discuss Samenow's critique of biological explanations for crime. Include in your discussion at least three of the following: chromosomal abnormality; physiological dysfunction; low intelligence; and learning disability such as ADHD.

42. Briefly describe the commonality, according to Samenow, among all chronic offenders "despite a multitude of differences in their backgrounds and crime patterns" (p. 12).

Chapter 12. The Criminal's Self-Image: "Decent People"

43. Briefly discuss Samenow's explanation of why criminals offend "despite [their] knowledge of what is legal and illegal." What does the chronic offender mean when he (or she) expresses regret for "messing up" (p. 170)?

44. What does the chronic offender do "when . . . confronted with tangible evidence that he has harmed someone" (p. 172)?

45. Briefly discuss Samenow's analysis of the criminal's ability to continue to offend despite having some "conscience." How can chronic offenders continue to "think highly of [themselves]" (p. 173)?

46. What is Samenow's caution against therapy through praise for a chronic offender's good deed or talent or skill?

47. Briefly depict Samenow's description of the way the chronic offender relates to religion.

RE Goleman's "The Roots of Empathy"

48. Briefly discuss the capacity for empathy. What does it build on? Why is it so important? Which sex is better at it?

49. Briefly describe the roots of empathy in infancy.

50. Briefly discuss Stern's concept of attunement. What are the long-term emotional effects of a lack of attunement, from emotional neglect and from emotional abuse?

51. Briefly discuss the neurology of empathy. What are two lines "of evidence for the key role of the amygdala-cortical pathway in reading and responding to emotions" (p. 103)?

N.B.: "When the emotional brain is driving the body with a strong reaction—the heat of anger, say—there can be little or no empathy. Empathy requires enough calm and receptivity so that the subtle signals of feeling from another person can be received and mimicked by one's own emotional brain" (p. 104).

52. Briefly describe the "natural progression" in empathy from infancy through adolescence according to Hoffman. (p. 105)

53. List two ways in which empathy shapes and influences moral judgment and action.

54. Illustrate how child molesters attempt to "blot out" empathy for their victims, and how perspective-taking therapy attempts to "shift perception." (pp. 106-107)

--(Possible discussion question:) Do an offender's attempts to blot out empathy imply that he does not have empathic capacity -- or that he does?

55. Briefly discuss psychopathy. How can "psychopathic" wife batterers be distinguished? Describe two lines of research by Hare that suggest "a possible physiological basis of heartless psychopathy" (p. 109).

--(Possible discussion question:) So does a biological basis for a lack of empathy mean that all such individuals will become criminal? Or that all criminals are biologically flawed?

QUESTION POOL FOR MIDTERM QUIZ II

RE Warren & Hindelang's "Current Explanations of Offender Behavior"

1. How do the authors distinguish between sociological and psychological theories of crime? Why don't they fully endorse either position?

2. Among sociological theories of crime, briefly distinguish between strain, subcultural deviance, and control theories.

N.B.: "Shaw and McKay hypothesized that delinquent 'traditions' survive because of the 'age-graded' nature of subcultural groups--that is, groups in which younger adolescents are recruited into the gang and taught both techniques of committing delinquent acts and values supportive of delinquent conduct" (pp. 169-170).

3. Briefly describe Hirschi's social control theory. What are the elements of the individual's bond to society?

4. List four *psychological* theories of crime discussed by the authors.

5. How did the psychoanalysts Aichorn and Redl explain delinquency?

6. List five explanations of crime offered by "off-shoot" psychoanalytic theorists.

7. What is the explanation of crime offered by Kohlberg's moral development theory?

8. What is the social learning perspective on delinquent behavior? Distinguish between Skinner's and Bandura's positions.

N.B.: "Since they [individuals who condition poorly] become easily bored, time passes more slowly for them, and their seeking of stimulation often brings them afoul of the law--especially since the bounds of their behavior are not internally constrained by 'conscience.' These individuals have personality characteristics that we associate with extroversion. Thus, Eysenck believes that those engaging in criminal and delinquent behavior are more extraverted than those not engaging in illegal activity" (p. 175).

9. Briefly describe the authors' answer to their question: "Why are there so many different theories of crime and delinquency?"

--(Possible discussion question:) How well, in your opinion, do the sociological and psychological theories fare in accounting for the cases depicted by the authors? Could Samenow's theory apply?

RE Dodge et al.'s "How the Experience of Early Physical Abuse Leads Children to Become Chronically Aggressive"

N.B. "The development of life-persistent conduct disorder (Moffitt, 1993) has its origins in the early years, during which patterns of adapting to the challenges of the social world become acquired and stylized. . . . By the time a child reaches age 10, individual differences in conduct problems are fairly stable and are predictive of maladaptive outcomes in adolescence and adulthood. Change is still possible, but many forces act to perpetuate patterns rather than to instigate change. . . . The initial onset of antisocial behavior in adulthood is rare" (p. 263).

10. Briefly discuss the "complicated . . . study of conduct disorder." What "problems" does this study involve? What analogies do the authors suggest? (pp. 263-264)

11. List seven theories or models of physical abuse in aggressive behavioral development. Do all of the theories or models posit environmental origins? Explain. (pp. 265-267)

N.B.: "Reviews . . . note methodological problems in the early studies, especially the problems of biased retrospective recall, nonrepresentative sampling, small sample sizes, and lack of statistical control of confounding variables" (pp. 267-268).

N.B. regarding poverty/unemployment stress as risk factor: "Even though abuse cuts across social strata, the stress of poverty and unemployment enhances the likelihood that abuse (at least, officially reported abuse) will occur among lower socioeconomic groups and single-parent families . . . and perhaps among ethnic minorities" (p. 270).

12. Briefly discuss whether "physically harmed children are at heightened risk for later externalizing conduct problems." In the Dodge et al. prospective study, how much more likely were antisocial children to have "an abuse history" (p. 275)?

13. Briefly discuss whether "the Effect of Maltreatment [can] Be Accounted for by Other Family and Child Variables." Specify the "variables." (p. 276; see pp. 276-277).

14. "How Does Physical Abuse Exert an Effect on Conduct Problems?," according to Dodge and colleagues? What two "effects" are involved in Dodge et al.'s explanation? (p. 277; see pp. 277-284).

N.B.: The abused "child becomes defensively hypervigilant to hostile cues and fails to attend adequately to relevant nonhostile cues. This child becomes perceptually ready to attribute hostility to others in circumstances in which most persons would not make such an attribution. . . . The odds that an abused child will acquire more than one of these processing patterns are almost 4 times greater than those for a nonabused child" (p. 284).

N.B. and possible discussion question: Interestingly, our social information-processing variables do not mediate this [physical abuse—internalizing outcome] relation nearly as well as they do for externalizing outcomes, probably because our processing assessments were designed to tap aggressogenic patterns, not depressogenic patterns" (p. 285)

15. "Different [theoretical] mechanisms [may] operate for different children" (p. 286). Illustrate.\

RE Dodge et al.'s "The Cultural Context of Physically Disciplining Children"

N.B.: "One of the more striking and well-replicated findings in the child development literature is that European American parents employ spanking *less* frequently than do African American parents. The reasons for this difference, the effect on child outcomes, the mechanisms through which parenting practices exert an impact on child outcomes, and the public policy implications of this difference are all addressed in this chapter" (p. 245)

16. "Numerous explanations have been offered for these [ethnic] differences [in the use and approval of physical discipline]." Cite three such "explanations" [note: see page 249 as well as 248].

N.B. "Even simultaneous control of all of these factors [single-parent household, unsafe neighborhood, family stress, low socioeconomic status] does not completely eliminate the ethnic difference in parenting styles . . . , which holds within each socioeconomic status group and which seems to have a partial basis either in culture or the unique position of African American families in contemporary society" (p. 249).

N.B. "The context of anger apparently compromises the effectiveness of physical discipline and is leading some European American parents to abandon this strategy altogether. . . . It is plausible that African American parents do not couple anger and physical discipline in this manner, that thus physical discipline is not viewed as negatively. . . . Qualitative analyses of the narratives of African American parents and elders indicate the belief that physical discipline is a more effective strategy than reasoning alone, but that teaching, not anger, must accompany the physical discipline" (pp. 250-251).

17. Compliance with a parent's directives and cessation of misbehavior are the immediate effects that parents seek. Indeed, Gershoff's (2002) review concluded that spanking is effective in meeting these short-term goals. The long-term effects, however, are more controversial." Specify proponent and opponent positions in this controversy.

N.B.: "[In contrast to its effects among European American children,] the use of mild physical punishment among African American children was correlated with protection against later externalizing problem outcomes" (p. 252).

N.B.: "Although this finding [that spanking will catalyze antisocial development only in a context of low emotional support and warmth] goes a long way toward resolving the apparently inconsistent findings regarding ethnic group differences in the effects of spanking, it does not completely resolve them" (p. 253).

18. "Although it is quite clear that the long-term effects of physical abuse are uniformly negative, the effects of mild physical punishment remain controversial. . . . The studies reviewed here suggest that spanking might not have proven long-term negative effects *if* what four conditions apply?

--[possible discussion question:] "It remains plausible that adverse effects of spanking could eventually be found in other domains (e.g., internalizing problems, self-esteem, identity)" (p. 255)

--[possible discussion question:] "Ironically, if African American families in contemporary society are beginning to question the use of spanking, then its effects on their children may actually become more negative, *if they begin to apply spanking in a context of doubt*" the child might experience his or her

discipline as an indication of a wayward parent, a deviant child who merits such horrible treatment, or a problematic parent-child relationship" (p. 255, 259).

19. "The precise circumstances in which physical punishment will or will not have adverse effects may become most clear if we begin to understand the psychological mechanisms through which parenting behaviors exert an impact on the child." In terms of "psychological mechanisms," what "mediator" might be "crucial"? How does attribution theory apply?

N.B.: "Because African American children are more likely to be physically disciplined than are European American children, it makes sense that African American children would develop attitudes more accepting of the use of physical discipline" (p. 257).

--[stimulus for possible discussion:] "In order for a new policy banning corporal punishment to have positive effects, it must have a solid basis of support from a sizable portion of the culture and must be readily endorsed by that culture. Thus, prior to making a formal policy change, it appears that a cultural change in attitudes and practices would be a necessary first step" (p. 259).

RE Kazdin's Chapter 3 ("Risk Factors, Onset, and Course of Dysfunction")

20. Briefly discuss Kazdin's view of the aim of current research on conduct disorders. Why does he consider questions as to "the cause" of conduct disorder to be "simplistic"? How does he describe the "focus" of current research (p. 50)? This focus entails the study of what "factors" (pp. 50-51)?

21. *Very* briefly discuss four "child" risk factors for the onset of conduct disorder.

22. List six "parent and family" risk factors for the onset of conduct disorder.

23. Among parent and family risk factors, briefly discuss genetic loading. What "lines of evidence" (p. 53) have emerged that implicate genetic factors in placing individuals at risk for conduct disorder? What have been the findings?

24. Among parent and family risk factors, briefly discuss parent-child interaction. Include punishment/discipline practices, child supervision, and quality of relationships.

25. List at least three school characteristics associated with "more favorable outcomes" (p. 59).

N.B.: "Additional parental and family risk factors could be identified, such as mental retardation of the parent, teen pregnancy, early marriage of the parents, lack of parent interest in the child's school performance, and lack of participation of the family in religious or recreational activities. . . . As [risk] factors begin to accumulate, the risk [increase] is not linear, but rather climbs steeply" (p. 59-60).

26. Give an example of interaction among risk or protective "factors" (p. 64).

27. "It is the process behind the risk factors that we wish to understand" (p. 65). Give at least one example of possible processes behind risk factors associated with antisocial behavior.

28. Specify six "characteristics that predict continued conduct disorder in adulthood" (p. 71).

N.B.: "The stability and continuity of conduct disorder mean that interventions designed to ameliorate these behaviors are quite important" (p. 74).

RE Samenow's Chapter 2 ("Parents Don't Turn Children into Criminals"), 3 ("Peer Pressure: No Excuse for Crime"), and 4 ("The Hell with School")

29. Briefly discuss why Samenow considers "theories that purport to explain delinquency by blaming parents" to be "misleading." Illustrate how a child at risk for criminality "thinks and acts differently from responsible members of his own family" (p. 16), according to Samenow.

30. What is Samenow's objection to the theory that delinquency is the product of "a disturbed family system" (p. 22; see also pp. 29-30)? Why does Samenow call it a "mistake" to "conclude that criminal behavior emanates from the family's psychopathology" (p. 24)? Why shouldn't counselors and therapists base their assessments on delinquent youngsters' complaints that "their parents do not understand them" (p. 25)?

31. Distinguish the lying of children who become criminals from that of other children, according to Samenow.

32. What is Samenow's objection to bad-role-model or identification-theory explanations of criminality?

33. When should parents worry--or not worry--that they have a "budding criminal in the family" (p. 38)?

--(Possible discussion question:) "'Attachment theory' seems to be a descriptive term, but not one that is particularly helpful in cogently explaining or correcting antisocial behavior" (p. 32).

--(Possible discussion question:) React to Samenow's self-defense--"The reader may conclude that I have let all parents off the hook, no matter what their inadequacies. This is not so. Parents who are abusive, neglectful, inconsistent, and psychologically disturbed are likely to have an adverse impact on their offspring. This is not to say, however, that they will invariably produce criminals. Fortunately for society, most youngsters who suffer neglect or abuse do not become criminals. Furthermore, it is striking to observe that some criminals are the sons and daughters of parents who are devoted, stable, and responsible" (p. 39).

34. What is Samenow's objection to peer pressure as an explanation for crime? When does the delinquent agree with the peer-pressure explanation?

35. What is Samenow's objection to negligent supervision as a explanation for crime?

36. Briefly describe (according to Samenow) the delinquent's approach to interpersonal relationships, including friendships.

37. What is Samenow's objection to peer rejection as an explanation for crime?

--(Possible discussion question:) "Schools have shortcomings, and valid criticisms can be made of them. Incompetent teachers, overcrowded classrooms, an antiquated physical plant, an unimaginative or rigid curriculum, and lack of discipline all have an adverse impact on learning. . . . Schools have been accused of spawning criminals by failing to meet their needs when they are young and shutting them out of the social mainstream" (p. 54). How does Samenow defend schools against these criticisms and accusations?

38. Does the delinquent child necessarily have low intelligence or a short attention span (cf. ADHD), according to Samenow?

39. Briefly describe how the delinquent evaluates schools and teachers, according to Samenow.

40. Briefly describe the delinquent's view of behavior modification programs, according to Samenow.

RE Gibbs' "Understanding Antisocial Behavior" Briefly discuss:

41. the limitation of moral judgment developmental delay.

42. the limitation of self-serving cognitive distortions. What are the four categories of cognitive distortion? What is the relation of the primary distortion to proactive vs. reactive aggression? What is the function of the other three types of distortion?

43. the limitation of social skill deficiencies.

44. Timothy McVeigh as a case study of the limitations of antisocial youth.

QUESTION POOL FOR FINAL QUIZ

RE Kazdin's Chapters 4 ("Current Treatments") and 6 ("New Directions for Research")

1. Briefly delineate the major classes of treatment for antisocial behavior. What are the three basic types of treatment? List the distinct subtypes within two of these basic types.

2. Briefly describe the four criteria suggested by Kazdin for identifying promising treatments.

3. Briefly discuss the "cognitive problem-solving skills training" (PSST) approach. Illustrate its rationale and list two characteristics of treatment.

4. Briefly discuss the parent management training (PMT) approach to treatment. What is its general purpose? Several of its characteristics of treatment? Limitations?

5. Briefly discuss the functional family therapy (FFT) approach to treatment. With what "attributions" do family members often begin treatment? What are the main "goals of treatment" (p. 87)?

6. Briefly discuss the multisystemic therapy (MST) approach to treatment. What is the "focus of treatment" (p. 90)? What are some strengths of the approach? A "difficulty" (p. 91)?

--(Possible discussion question:) Evaluate peer group therapies where the peer group consists totally of "referred" children. How can one get around the problem of peers "bonding to a deviant group" (p. 93)?

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7. Why does Kazdin recommend increasing specificity in studying conduct problems?
8. What does Kazdin mean by "extension of diagnosis" (p. 125)? Why does he recommend it?
9. What does Kazdin mean by "sampling across case characteristics" (p. 129)? Why does he recommend it? What two samples are especially in need of inclusion?
10. Why does Kazdin recommend "studying multiple levels of a proposed risk factor" (p. 131)?
11. Why does Kazdin recommend "broad-based interventions" (p. 136)?

--(possible discussion question:) What do you think of Kazdin's suggestion that conduct disorder be thought of as a chronic condition like diabetes?

12. List five "recommendations to curb violence" (p. 143) from a recent commission report.

RE Gibbs' "Treating Antisocial Behavior" Briefly discuss:

13. the mutual help (in particular, Positive Peer Culture) approach to treating antisocial behavior. What is its aim? How does it provide perspective-taking opportunities? Why has it had only mixed success, according to Gibbs and colleagues?

14. the psychoeducational or skills training approach to treating antisocial behavior. How does EQUIP integrate the psychoeducational with the mutual help approaches? What does each approach contribute to the other?

15. the psychoeducational curriculum in the EQUIP program. How do its three components remedy, respectively, the three main limitations of antisocial youth?

16. a research evaluation of the EQUIP program.

17. social perspective-taking for the severe offender.

RE Patterson's Chapters 11 ("The Child Who Steals") and 12 ("The Aggressive Child")

--(Possible discussion question:) "Most of the children with whom we have worked can look an adult straight in the eye while telling the most outrageous lies. . . . Some of them wander off the schoolyard at recess time and simply 'forget' to return. Similarly, they tend to disappear after supper and return hours later. The practised thief tends to use these unsupervised times to explore such things as stores, parked cars, and other persons' homes. . . . The child asserts that it is his right to spend his time as he pleases. If you choose to quiz him about his activities during these times, he simply lies to you so you are again effectively checkmated" (p. 118). How do these observations relate to Samenow's claims?

18. How does Patterson advise parents to deal with their child's ability to lie about his stealing?
19. Briefly discuss the behavior change program for stealing/lying/wandering depicted by Patterson.
20. Briefly discuss the behavior of the aggressive child. What is this child's reply when asked why he does these things? What is such a child's impact on the family?
21. Briefly describe Patterson's suggestions for "pinpointing and changing noncompliance" (p. 127), such as that of the "instant exploder" or "smiling footdragger"? Is reinforcement sufficient?
- (Possible discussion question:) Is it a good idea to start off rewarding even minimal (or perfunctory) compliance?
22. Why does Patterson suggest including siblings in the contracting?
23. Briefly describe the expansion of the contracting program to include Eric's classroom setting.

--(Possible discussion question:) Note that, even after the intervention, Tim "needed to know that the rules still applied," that is, "every month or two . . . would come home late [breaking the rules] and promptly find himself scrubbing floors or doing dishes" (p. 122). So does this behavioral intervention bring about lasting change?

N.B.: "Certainly Eric behaves differently now, in both the home and the school. . . . He is not a perfect child, but now he is pleasant to be around. He is a human being with whom it is now possible to live and whom, his parents say, it is now possible to love" (p. 146).

RE Pp. 146-159 ("How to Challenge Stage 2") of Lickona's "Stage 2: What's in It for Me?"

24. Briefly discuss the importance of challenging the child to move beyond Stage 2 thinking. What's missing at Stage 2? Why is it "easy" to get "stuck" (p. 152) at Stage 2?
25. List eight ways "you can challenge your child's Stage 2 reasoning" (p. 159)

--(Possible discussion question:) Would a behavior therapist such as Patterson agree that we should try to get kids "to think less about rewards and punishments" (p. 155)?

RE Kazdin's Chapter 5 ("Prevention")

26. Briefly describe the scope of prevention programs. What are four "distinguishing characteristics of the programs and their objectives" (p. 101)?
27. Briefly describe a promising early parent/family preventative intervention.
28. Briefly describe a promising school-based preventative intervention.
29. Briefly describe Norway's widely noted anti-bullying program. What were its effects? Why is this program "worth highlighting" (p. 110)?

30. Briefly state four qualifiers that limit the strength of the conclusion that prevention programs can reduce the onset of conduct disorder.

N.B.: "We know that early intervention with families (e.g., prenatal care, parenting instruction, and direct assistance) can have marked impact when it is continued for a few years (e.g., into the early preschool years of the child's life or longer); focused on multiple domains and risk factors (e.g., nutrition, parent-child interaction, cognitive development of the child); done in different settings (e.g., at home, day care, and school); and done among high-risk samples (e.g., socioeconomically disadvantaged)" (pp. 113-114).

31. How is the early identification of youths at risk actually a problem for prevention work? What solution does Kazdin propose?

32. Briefly describe a preventive effort that had *harmful* effects. In your description, briefly note how "early labelling" (p. 119) can be detrimental.

RE Samenow's chapter 15 ("To Change a Criminal") and chapter 16 ("Habilitation—or More Crime?")

33. Briefly describe Dr. Yochelson's transformation into a "hardliner." What was his "sobering" observation? Why did he begin to concentrate on offenders' "current thinking" (p. 209)?

34. Briefly describe Yochelson's first meeting with Leroy. What was its purpose? How did Yochelson "unmask" (p. 211) Leroy? What did Yochelson "bluntly" (p. 212) tell him?

35. Briefly describe the program Leroy was about to enter. What did "responsibility" (p. 213) embrace? What "premise" was "at the heart" (p. 213) of the program? What would have to happen in order for Leroy to change?

36. Briefly describe the groups in Yochelson's program. How were they "organized" (p. 213)? What was "the heart of the meeting" (p. 215)? What was Yochelson's role?

37. Briefly describe Leroy's attitude upon joining the program. Why did it "sound extreme to him" (p. 214)? What was Yochelson's stance toward Leroy's reasons for joining the program?

38. Briefly discuss the group meetings' emphasis on members' thinking. Why could reporting on a "seemingly insignificant incident" provide "substance for a discussion"? Why wasn't the teaching "dry or academic" (p. 216)?

39. Briefly describe Leroy's initial behavior in the meetings, early in the program. How did Yochelson respond?

40. Briefly describe "one of the obstacles that criminals pose to nearly every interviewer or change agent." How did Yochelson respond? How did Leroy find "coming to terms with the truth about himself" (p. 217)?

41. What happened "when the novelty of the program wore off" (p. 218)? Illustrate.

42. "What must be done with a criminal like Leroy" (p. 220)? Note that this answer has two parts.

43. "Yochelson stressed the importance of *thinking about thinking*" (p. 224). Explain. How could "Leroy's fear and guilt . . . grow" (p. 225)?

44. Why was Leroy "entertaining doubts" (p. 227) about the program?

--(Possible discussion stimulus:) "Leroy saw no harm whatever in this [sexual] rendezvous. He claimed he was entitled to a 'release.' Yochelson viewed it differently, asking Leroy if a quick tumble with a tramp was worth risking the loss of his wife and children and the stability of the life that he was trying to build" (pp. 227-228).

45. What was Leroy's reaction "to the scope of the damage that he had inflicted in almost three decades as a criminal" (p. 228)? Illustrate "scope of damage" or ramifications of "injury to others."

46. Briefly describe "the rudiments of civilized behavior" (p. 230) that Leroy was beginning to learn and practice. What was "a persistent obstacle to the process of change"? How did his "attitude" (p. 229) shift?

N.B.: "Yochelson's program was neither as complicated as the psychodynamic approach nor as simplistic as behavior modification. . . . There are other programs that teach criminals how to make decisions as well as acquire many other skills. However, they focus upon situational problem solving and feelings, not upon thinking patterns that are all-pervasive" (p. 231).

N.B.: "To destroy this pattern [of lying], a chronic offenders must maintain total integrity" (p. 232).

47. What was "the most important reinforcer of change" (p. 232)? Illustrate.

48. Although "Leroy did not become complacent," the "program seemed less and less burdensome" (p. 234). Why? Illustrate.

N.B.: "Twenty years since this was written, Leroy has maintained steady employment. He still lives with his wife, Mary. His children are grown. Leroy has a clean record--no arrests. He reports that he tries to take care of himself by exercising and remaining in good physical condition. He continues to abstain from the use of illegal drugs. The only major correction he reported making was voluntarily to attend meetings of Alcoholics Anonymous at a time when he realized his consumption of alcoholic beverages threatened to destabilize what had become a responsible and productive life" (p. 235).

* * *

N.B.: "Whether working in the institution or the community, the person guiding the criminal in this enterprise will show compassion not by shedding tears for him, but rather by devoting considerable time and effort to a monumental undertaking that has life-and-death importance to both society and the criminal" (p. 239).

N.B.: Questions about applying this work to prevention led me to write *Before It's Too Late: Why Some Kids Get into Trouble and What Parents Can Do About It*" (p. 241).

49. How does Samenow distinguish his/Yochelson's program from "brainwashing" (p. 241)?

N.B.: "The issues I've addressed here are as old as [hu]mankind: the power to choose, free will, good versus evil, response to temptation, courage or cowardice in the face of adversity. The Ten Commandments . . . the Golden Rule" (pp. 241-242).

11. Give several illustrations of "possible related factors that might account for the increased risk that is associated with early physical harm" (p. 1678).

12. Briefly discuss "the two major . . . theories of the effects of child abuse" (p. 1679).

13. "Through what intrapersonal mechanisms does abuse have its effect," according to Dodge et al.?

23. Briefly describe Dodge et al.'s "prospective" longitudinal research. What were its four main findings?

24. Why do Dodge et al. claim that their "prospective study provides stronger evidence than ever before to support the hypothesis that physical abuse leads to a cycle of violence" (p. 250)? How much does the experience of physical abuse increase the risk of subsequent chronic aggressive behavior?

25. Why do Dodge et al. conclude: "There is no evidence in our data for blaming the victim of abuse" (p. 1682).

26. Why might the effects of physical abuse actually be stronger than what Dodge et al. reported?

27. What is Dodge et al.'s reaction to the possibility that "early physical abuse has an effect on the child's physiological reactivity (either by emotional trauma or by direct physical impact to the brain)" (p. 1682)?

28. Briefly discuss sex differences found by Dodge et al. in the effects of physical abuse. How do mediators differ for externalizing and internalizing outcomes?

--(Possible discussion question:) "Why some children follow a path of hostile attribution and aggression and other children a path of self-blame and depression awaits further inquiry" (p. 1682).

November 23. CLASS CANCELLED -- Have a good Thanksgiving!

RE Lansford et al.'s "Ethnic Differences in the Link Between Physical Discipline and Later Adolescent Externalizing Behaviors"

N.B.: "Our results support the conclusion that the experience of physical discipline in the first five years of life and during early adolescence is associated with higher levels of externalizing behavior problems in grade 11 for European American adolescents, but with lower levels of behavior problems for African American adolescents. These results were consistent for boys and girls; held after controlling for parents' marital status, socioeconomic status, and child temperament; and could not be explained away by interactions of physical discipline with socioeconomic status" (p. 808).

N.B.: "If a parent is under stress or believes that his or her child is growing up dangerously, that parent will be likely to employ physical punishment to deter those negative outcomes" (p. 808).

18. Briefly discuss the importance of the "context in which spanking occurs" and its "meaning" for the child (p. 808; see pp. 808-809).

19. Briefly discuss possible differences in the way spanking is viewed by African American vis a vis European American parents.

20. On what empirical bases do the authors stress the importance of recognizing that "the findings" they report "apply to physical discipline" rather than to "physical abuse" (p. 809)?

N.B.: "European American parents' use of physical discipline and their children's externalizing behavior problems . . . may take the form of ignoring social norms for their reference group and using physical discipline in the heat of anger" (p. 810).

--(possible discussion question:) "We want to be clear that we are not advocating the use of spanking" (p. 810). But given their findings, shouldn't the authors advocate the use of spanking in certain contexts (acceptance by the culture, unsafe neighborhoods, etc.)?

--(possible discussion question:) Is this research really a study of ethnic differences (as the title suggests), or is it actually a study of contextual differences?

January 16: Martin Luther King, Jr. Day (no classes)

November 12. VETERANS' DAY (no classes)

November 14. CLASS CANCELLED.

Sociology 310
Sociology of Gangs
Dr. Jane Gray
Winter Quarter, 2010

Contact Information:

Office Location: 143 Townshend Hall
Office Hours: 9:30 – 11:00 am Tuesdays and Thursdays
Email: gray.506@osu.edu
Phone: 292.0512

Course Description:

This course will examine a number of topics related to gangs in American society. A primary objective of the course is to provide the student with an understanding of the social conditions leading to the emergence of gangs, the psychological attraction of gangs, the social structure and organization of the gang and the potential solutions to what has been viewed as the “gang problem” in our society. Special topics within the general body of literature on gangs will include gender issues, racial and ethnic differences and gang prevention and intervention.

Required Texts:

Delaney, Tim *American Street Gangs*, Pearson Prentice Hall, 2006

Additional book will be required for each of eight small groups as described below.

Course Requirements and Student Evaluation:

Students are responsible for all assigned readings as well as materials covered in lecture. Should you miss a lecture, you are responsible for obtaining the notes from a fellow student, not the professor.

Students will be evaluated on the basis of your performance on three examinations (two midterms and a final). In addition, all students will be assigned to a group during the first day of class. Each group will be assigned a book to read and use as a basis for a class presentation to be shared with the class during the last 2 weeks of class. These books can easily be acquired through Amazon.com or you can check out a copy from the library. The book assignments are as follows:

- Group 1 Queen, William *Under and Alone: The True Story of the Undercover Agent Who Infiltrated America's Most Violent Outlaw Motorcycle Gang*, Ballantine Books, 2007
- Group 2 Shakur, Sanyika, *Monster: The Autobiography of an L.A. Gang Member*, Penguin Books, 1993
- Group 3 Sikes, Gina, *8 Ball Chicks: A Year in the Violent World of Girl Gangs*, Anchor Books, 1997
- Group 4 Venkatesh, Sudhir, *Gang Leader for a Day: A Rogue Sociologist Takes to The Streets*, Penguin Books, 2008
- Group 5 Simpson, Coltane, *Inside the Crips: Life Inside L.A.'s Most Notorious Gang*, St. Martins Press, 2005
- Group 6 Williams, Stanley Tookie, *Blue Rage, Black Redemption*, Touchstone Books, 2007
- Group 7 Sanchez, Reymundo, *My Bloody Life: The Making of a Latin King*, Chicago Review Press, 2000.
- Group 8 Logan, Samuel *This is for the Mara Salvatrucha: Inside the MS-13, America's Most Violent Gang*, Hyperion Books, 2009

Each group will write a review of the book and present a review of the book to the class in an interesting format. Simply reading the review will not satisfy the presentation requirement. Students may present dramatization of the book, use media material, invite guest lecturers...whatever communicates the material from the book in the best and most interesting manner. Time will be allowed in lectures to discuss ideas for presentations and the professor will be available for questions and ideas.

Component requirements for the class will be weighted as follows:

Midterm 1	100 points
Midterm 2	100 points
Group Project	50 points
Final Exam	50 points
Total	300 points

Class Schedule:

Week 1: Introduction and Gang Definition

Jan 5 – Tuesday: First day of class – Orientation to the class, review of syllabus and text(s), formation of groups

Jan 7 – Thursday – What is a Gang? – Definitions, Typologies, Characteristics
Readings: Delaney, Ch 1

Week 2: History of Gangs

Jan. 12 – Tuesday: History of Gangs in the United States
Readings: Delaney, Ch 2

Jan 14 – Thursday: Film *The Gangs of New York*

Week 3: Explanations of Gangs

Jan 19 – Tuesday – Biological and Psychological Theories
Readings: Delaney, Ch 3

Jan 21 – Thursday – Sociological Theories
Readings: Delaney, Ch 4

Week 4: Gang Structure and Process and Midterm 1

Jan 26 – Structure and Process and Midterm Review
Readings: Delaney, Ch 5

Jan 28 – Midterm 1

Week 5: Street Gangs

Feb 2 – Tuesday: Street Gang Characteristics and Types
Readings: Delaney, Ch 6

Feb 4 – Thursday - Latin Gangs
Film: *National Geographic: The World's Most Dangerous Gang*

Week 6: Street Gangs (cont'd)

Feb 9 – Thursday: Crips and Bloods
Film: *Gangland*

Feb 11– Tuesday: Criminal Activities of Street Gangs
Readings: Delaney, Ch 8

Week 7 – Outlaw Motorcycle Gangs

Feb 16– Thursday: History and Organization of Outlaw Motorcycle Gangs
Readings: Delaney, Ch 8

Feb 18 – Thursday – Guest Lecturer: Mark Lovette, Columbus Police Gangs Unit

Week 8 – Gang Prevention and Intervention and Midterm 2

Feb 23 – Tuesday: Strategies to prevent and suppress gangs and Midterm Review
Readings: Delaney, Ch 9

Feb 25 – Midterm 2

Week 9: Class Presentations

March 2 – Tuesday: Preparation for Class Presentations

March 4– Thursday: Groups 1, 2 ,3 and 4

Week 10: Class Presentations

March 9 – Tuesday: Groups 5 ,6, 7, and 8

March 11 – Thursday: Recap of class, Review for final

Final Exam – Wednesday, March 17th from 11:30am – 1:18pm



**SOCIOLOGY OF YOUTH & CRIME
SOCIOLOGY 511
SPRING 2009**

**T&R 05:30-07:18 PM
McPherson Chemical Lab, Room 2019**

INSTRUCTOR: KHOSI KUBEKA

Email: kubeka.1@osu.edu

Office: Townshend Hall Room 153

Office Phone: 614-688-4466

Office Hours: Tuesdays & Thursdays 3: 00pm to 5:00pm; and by Appointment

Mailbox: Towhshend Hall Room 238

COURSE OVERVIEW & OBJECTIVES

The sociological imagination enables us to grasp history and biography and the relations between the two within society (C. Wright Mills, 1959).

In this class we will use our sociological imagination to examine the relationship between Youth and Crime. We will engage in a dialogue exploring theoretical and empirical literature to carefully unpack the extent of youth crime, the role of societal structural systems and institutions, the juvenile justice system and prevention and control efforts. Within these frameworks we will also discuss how juvenile delinquency varies by class, gender, race, and how many of these aspects interact with each other to create very different social worlds for at-risk youth.

REQUIRED BOOK

Siegel, L. J. and Welsh, B. C. (2008) *Juvenile Delinquency: Theory, Practice, and Law* 10th edition. Canada: Wadsworth Publishing.

PLEASE NOTE: I will post class notes on Carmen as we move along in the course, prior to each session. However, please note that although these notes are detailed, you will still need to read the textbook, so please do not rely solely on them when you prepare for exams. YOU ARE REQUIRED TO READ THE TEXT BEFORE EACH CLASS.

COURSE REQUIREMENTS

ARTICLE REVIEW ASSIGNMENTS

You will be expected to write *Two* reviews of empirical articles covering various aspects of youth and crime. Two selected articles will be posted on CARMEN and you are expected to review *both of them*. This paper should be *4 pages in length double spaced*. Please use *Times New Roman* font, with font size between 11-12pt. *These will be due in class* on the Thursday of the 3rd and 8th weeks of the quarter, respectively. Each article review assignment counts 10% toward the final course grade. The structure of the papers should be as follows:

1. Overview of the Study:

You need to paraphrase these points in your own words based on the relevance to your paper. Do not just list and summarize them. You should answer the following questions:

- a. What is the research question of interest?
- b. What is the conceptual framework (i.e. relationships of interest: Independent, intervening, dependent variables)?
- c. Based on these, what are the primary or significant assumptions and/or hypothesis are being stated? i.e. how are these variables related to or affect each other?
- d. What is the main objective of the study (e.g. filling a gap in and/or expanding on existing scholarship)?
- e. What are the Data& Methods used to answer the research question(s)?
 - Type of data (secondary/primary)
 - Sample size & Characteristics
 - Significant Measures
- f. What are the main findings and conclusions of the study?

2. Study relevance to Course Material and Discussions:

In what ways does the study relate to what we have learned in the text and /or from our discussions? Here, you have to show specific examples of how this article relates to class discussions and material in your own words.

FILM REVIEW ASSIGNMENTS

In addition to reviewing articles, you are also expected to review *two* documentary films relating to juvenile delinquency *to be shown in class*. The purpose of these reviews is to relate the film to sociological issues and concepts that will be discussed in the course. This paper should be 3-4 pages in length double spaced. Please use *Times New Roman* font, with font size between 11-12pt. *These reviews will be due in class* on the Thursday of the 6th and 10th weeks of the quarter, respectfully. Each film review assignment counts 10% toward the final course grade

Please address the following issues in regards to the film:

1. Provide a brief summary of the film: What is the film's purpose? Who were the main characters? What is the setting?
2. Identify TWO sociological concepts in the film and *give a thorough explanation of what these concepts are* (think about some of the theoretical concepts we discussed and apply them to the film).
3. Point out specific instances in the film that clearly show the concepts (discussed above) and explain how these concepts are exemplified.
4. Share some personal reflections on the film. What stood out to you? What made an impression on you?

ACADEMIC WRITING

Citing

It is **IMPORTANT** that you cite every reference to an author's material. . Failure to writing in an academic language and to cite properly will cost you points. Here are guidelines for appropriate in-text citations:

- a. 'According to Siegel & Welsh (2008)...' or
- b. 'The author argues that ...' (Siegel & Welsh, 2008); or
- c. If there are more than two authors, you put (Siegel, et al , 2008), and
- d. If quoting the authors' exact words, you put page numbers, e.g. The authors state that "....." (Siegel & Welsh, 2008: 34) OR (Siegel, et al, 2008:34).

Language and Presentation

When writing papers and essays, students are expected to use academic as opposed to colloquial, everyday spoken language. Use Edited American English. Writing complete sentences and using good grammar and correct spelling are required. I would advise you to use the services of the Writing Center in Mendenhal before submitting your paper.

PLEASE NOTE: UNDER NO CIRCUMSTANCES WILL PAPERS BE ACCEPTED VIA EMAIL. ALL PAPERS SHOULD BE SUBMITTED IN CLASS OR BE PLACED IN MY MAILBOX IF NECESSARY BEFORE 9:00AM THE THURSDAY AFTER EACH DATE OF SUBMISSION. LATE SUBMISSIONS WILL BE PENALIZED.

EXAMS

There will be two non-cumulative exams in this course. The questions will be set in multiple choice, True/False, and short answer formats. A review sheet will be provided to students at least a week prior to the exams in order to provide guidelines of the topics to be covered. Each exam will count 25% toward the final course grade.

ATTENDANCE AND PARTICIPATION

Attendance will be taken daily and will be recorded. In addition, participation in class discussion is not only compulsory but will be graded. Both attendance and participation will count 10% toward the final course grade, respectively.

PLEASE NOTE: IF YOU ARRIVE WITHIN 30 MINUTES AFTER CLASS BEGINS, PLEASE DO NOT BOTHER SIGNING THE ATTENDANCE SHEET.

GRADING SCALE

Article Reviews	10% each (20%)
Film Reviews	10% each (20%)
Attendance & Participation	10%
Midterm Exam	25%
Final Exam	25%
TOTAL	100%

COURSE POLICIES

UNPAID FEES

Faculty rules specify that students are to have their fees paid by the first day of enrollment for the quarter. [Faculty Rule 3335-9-12]. If you have not paid your fees, you will not be allowed to continue attending class until:

1. Your fees are paid, OR
2. You have a signed letter from Financial Aid stating that you are working with them to get your fees paid.

NOTE ON LATE ASSIGNMENTS AND EXAMINATION ABSENCES

There are no make-up exams or make-up assignments except under very extreme circumstances, and would require you to come to me prior to the day of the exam or assignment due date. In such a situation, and if cleared with me, you will be asked to provide official documentation (e.g. a letter of serious illness or injury from a doctor detailing the date, time, and seriousness of your ailment, or a note from a minister or funeral director in the case of a death, etc. with contact information for the letter writer included). If a make-up exam is granted, it will take the form of an essay exam. Otherwise, if you are absent for an exam, your grade is zero.

ACADEMIC MISCONDUCT

Academic misconduct is a serious offense with penalties that may severely jeopardize a student's academic career. The Ohio-State University Student Guidelines for Conduct defines it as: [a] any activity that tends to compromise the academic integrity of the University, or subvert the educational process". Any student suspected of violating the rules of conduct in this class will be subject to university procedure. Academic misconduct includes, but is certainly not limited to the following acts:

- ◆ Violation of course rules and program regulations;
- ◆ Knowingly providing or receiving information during a course exam or program assignment and Possession and/or use of unauthorized materials during a course exam or program assignment;
- ◆ Submission of work not performed in a course: This includes (but is not limited to) instances where a student fabricates and/or falsifies information and academic assignment. It also includes instances where a student submits information (such as a term paper) from one course to satisfy the requirements of another course, unless submission of such work is permitted by the instructor of the course for which the work is being submitted;
- ◆ Submitting plagiarized work for a course/program assignment and Falsification, fabrication, or dishonesty in conducting or reporting laboratory (research) results;
- ◆ Serving as or asking another student to serve as a substitute (a 'ringer') while taking an exam;
- ◆ Alteration of grades in an effort to change earned credit or a grade and alteration and/or unauthorized use of University forms or records.

DISABILITY STATEMENT

Disability Statement: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

COURSE SCHEDULE

March 31st & April 2nd (Week 1)

Tues: Introduction and overview of the Course:

Text Book: Siegel, L. J. and Welsh, B. C. (2008) *Juvenile Delinquency: Theory, Practice, and Law* 10th edition. Canada: Wadsworth Publishing

Thurs: Childhood and Delinquency, Ch.1

The Nature and Extent of Delinquency, Ch 2

April 7th & 9th (Week 2):

Tues: Individual Views of Delinquency, Ch. 3

Thurs: Social Structure, Process, Culture & Delinquency, Ch. 4

April 14th & 16th (Week 3):

Tues: Social Reaction, Conflict and Delinquency, Ch. 5

Thurs: Developmental Theories of Delinquency, Ch. 6

ARTICLE REVIEW #1, DUE IN CLASS

April 21st & 23rd (Week 4)

Tues: Gender and Delinquency, Ch. 7

Thurs: Midterm Exam Review

April 28th & 30th (Week 5)

Tues: Midterm Exam

Thurs: Film

May 5th & 7th (Week 6)

Tues: The Family and Delinquency, Ch. 8

Thurs: Peers and Delinquency, Ch. 9

FILM REVIEW #1, DUE IN CLASS

May 12th & 14th (Week 7)

Tues: Schools and Delinquency, Ch. 10

Thurs: Drug Use and Delinquency, Ch. 11

May 19th & 21st (Week 8)

Tues: Juvenile Justice (Historical and Contemporary Overview), Ch. 13

Thurs: Juvenile Court Process: Pretrial, Trial and Sentencing, Ch. 15

ARTICLE REVIEW #2, DUE IN CLASS

May 26th & 28th (Week 9)

Tues: Film

Thurs:Police Work with Juveniles, Ch. 14

June 2nd & 4th (Week 10)

Tues: Juvenile Corrections: Probation, Community Treatment, & Inst, Ch. 16

Thurs:Final Exam Review

FILM REVIEW #2, DUE IN CLASS

FINALS WEEK

**FINAL EXAM on Wednesday, June 10th 03:30pm-05: 18pm,
McPherson Chemical Lab, Room 2019**

Rudolph Alexander, Jr., Ph. D.
200-A Stillman Hall
Office (614) 292-1878
Home (614) 882-9296
E-Mail: alexander.2@osu.edu

SW 503
Winter 2009
Class Day: Tuesday Thursday
Class Hours: 5:30 pm –7:48pm

The Ohio State University
College of Social Work

COURSE TITLE: Juvenile Delinquency: Its Treatment and Prevention

LEVEL OF INSTRUCTION: U

PROFESSOR'S OFFICE & OFFICE HOURS

200-A Stillman Hall, Tuesdays and Thursdays, 3:00 p.m. - 5:00 p.m.; After Class, and by appointment. Office telephone 292-1878; home telephone 882-9296; email alexander.2@osu.edu.

COURSE DESCRIPTION

This course will examine juvenile delinquency as a social problem with emphasis on its history, policy initiatives, and treatment. Juvenile courts, clinics, probation, parole, correctional institutions, child placement, and recreational programs are among the topics to be addressed.

PREREQUISITES: 3rd or 4th year standing.

OUTCOMES: Upon satisfactory completion of this course, students will:

1. Be able to identify, define and discuss key terms, concepts, and propositions involved in the study of juvenile delinquency.
2. Be able to discuss, compare, and contrast major theories of deviance and delinquency, the assumptions and perspectives brought by each to the study of delinquency, the major theories, and the current status of each theory as an explanation for the cause of delinquent behavior.
3. Be able to describe and critique the juvenile justice process from the investigation through correction stages.
4. Be able to describe and discuss the relationships and interactional effects of environmental factors with the nature and extent of delinquency.
5. Be able to compare and contrast the rights of juveniles with those of adults in the criminal justice process and discuss the interaction of evolving research and trends in adult cases as it compares to juveniles.

6. Be able to describe and discuss major strategies and approaches to prevention, detention, diversion, and adjudication and describe the content of the roles found in each process.
7. Be able to outline major intervention strategies and types of programs historically and currently used in community-based correction of juveniles and compare and contrast outcomes desired with outcomes achieved through community-based programs.
8. Be able to analyze and critique social policy with respect to the juvenile justice process and juvenile corrections.
9. Be able to identify and critique the impact of the various juvenile systems on female delinquents, families, and minorities.

COURSE REQUIREMENTS

1. Type of Instruction:

The lecture format will constitute the dominant format for teaching this course; but there will be several videos.

2. Specific Classroom Expectations:

Students are expected to attend class regularly and participate in classroom discussions. Attendance will not initially be taken; however, the instructor reserves the right to begin taking attendance during the last half of the course if students' attendance drops significantly during the first half. If the instructor begins to take attendance, more than two unjustified and unverified absences will count against students' grades.

3. Methods of Course Evaluation by Students:

Students will have an opportunity to evaluate the course by using the standard University form for evaluation of teaching.

4. College Incomplete Policy:

"I" (Incomplete) Course grades will be considered only in relation to emergency and hardship situations and a request for such a grade option must be discussed with the instructor prior to final examination week. A date for completion of the incomplete work will be established with you. University policies governing the circumstances under which "I" grades are given and deadlines for completion will be adhered to.

However, students should note that when an "I" with an alternate grade of "E" is assigned in a course which is prerequisite to a course the student must take the next quarter, the course requirements for the "I" must be completed by the second week of the next quarter.

5. Academic Misconduct:

The College of Social Work supports fully the University standards on Academic Misconduct. Students are responsible for following University rules (3335-31-02-b) in all academic work. These rules can be found in the program handbooks and the University handbook. This includes, but is not limited to: following course rules, no use of unauthorized information assistance, no plagiarizing, no falsification, fabrication or dishonesty in reporting research, and no alteration of grades or University forms. Faculty are strictly bound to report suspected cases of Academic Misconduct.

6. **Students with Disabilities:**

This publication/material is available in alternative formats upon request. Please contact Brenda Davidson (MSW Office), 09 Stillman Hall, 292-7684.

7. **Assignments:**

You will have three examinations. The first examination will constitute 20%, the second 25%, and the final 35%. In addition, attendance will be 10% of your grade.

You are to write a brief reaction paper on one of the videos you have watch in class. I don't want a summary of the video and am only interested in your reactions to it and what you think. This paper should be typed, in grammatically correct paragraphs, and should be two to three pages. This paper will be 10% of your grade and is due March 12, 2009.

ALL MAKE-UP EXAMINATIONS WILL BE TOTALLY ESSAYS.

Final Grades will be based on the following scale:

A	=	94+	percent average	C+	=	76-79	percent average
A-	=	90-93	percent average	C	=	73-75	percent average
B+	=	86-89	percent average	C-	=	70-72	percent average
B	=	83-85	percent average	D+	=	65-69	percent average
B-	=	80-82	percent average	D	=	60-65	percent average
				E	=	59-0	percent average

Note: If you are having trouble with this course, please make an appointment to see me as soon as possible. Please do not wait until the 9th or 10th week of the course to express concern about your performance and to solicit advice and counseling.

8. **Required Course Text:**

Siegel, L. J., Welsh, B. C., & Senna, J. J. (2008). *Juvenile delinquency: Theory, practice, and law* (9th ed.). St. Paul, MN: West.

Required Journal Articles: Available Online

Arriola, E. R. (1998). The Penalties for Puppy Love: Institutionalized Violence Against Lesbian, Gay, Bisexual and Transgendered Youth. Journal of Gender Race & Justice, 1, 429.

Sullivan, C. A. (1996). Kids, courts and queers: lesbian and gay youth in the juvenile justice and foster care system. Law & Sexuality, 6, 31.

COURSE CALENDAR

- 1/6/2009 Introduction: Social Work's Roles in Creating the Juvenile Justice Systems in Chicago and Los Angeles; Deviance & Adolescents
Read Chapter 1
- 1/8/2009 Definition of Delinquency; Measurement of Delinquency
Race and Gender and Delinquency
Sexual Orientation and Delinquency
Read: Siegel, Welsh, & Senna Chapters 2
- 1/13/2009 Theories of Delinquency—Individual and Developmental
Read: Siegel, Welsh, & Senna Chapters, 3, 5
- 1/15/2009 Theories of Delinquency—Sociological Explanations
Read: Siegel, Welsh, & Senna Chapter 4
- 1/20/2009 Females and Delinquency
Read: Sigel, Welsh, & Senna Chapter 6
- 1/22/2009 Family and Delinquency
Read: Siegel, Welsh, & Senna Chapter 7
Video
- 1/27/2009 **FIRST EXAMINATION**
- 1/29/2009 Juveniles in Adult Prisons
Video: When Kids Get Life Without Parole
- 2/3/2009 Schools and Delinquency
Read: Siegel, Welsh, & Senna Chapter 9

- 2/5/2009 Drug Use and Delinquency
Read: Siegel, Welsh, & Senna Chapter 10
- 2/10/2009 Juvenile Gangs
Read: Siegel, Welsh, & Senna Chapter 8
Video: Eight Trey Gangsters
- 2/12/2009 Juvenile Court Process
Read: Siegel, Welsh, & Senna Chapter 14
Sullivan's Article: Kids, courts and queers: lesbian and gay youth in the juvenile justice and foster care system. Law & Sexuality, 6, 31.
- 2/17/2009 Juvenile Court Depositions
Read: Siegel, Welsh, & Senna Chapter 15
Arriola, E. R. (1998). The Penalties for Puppy Love: Institutionalized Violence Against Lesbian, Gay, Bisexual and Transgendered Youth. Journal of Gender Race & Justice, 1, 429
- 2/19/2009 Definition of Rehabilitation & Treatment
Individual Counseling with Juveniles
Video: Juvenile Justice
- 2/24/2009 **Second Examination**
- 2/26/2009 Juvenile Sex Offenders; Group Treatment for Violent Juveniles
Video: Juveniles in Treatment for Homicides

- 3/3/2009 Capital Punishment for Juveniles
Video: Scared Straight: A Second 20 Years
Read: Siegel, Welsh, & Senna Chapter 12
- 3/5/2009 Ohio Department of Youth Services
Read: Siegel, Welsh, & Senna Chapter 11
- 3/10/2009 Preventing Juvenile Delinquency: Preventing Gang Involvement
Federal Juvenile Justice System; Delinquency Abroad
Read: Siegel, Welsh, & Senna Chapter 13
Video
- 3/12/2009 The Future of the Juvenile Justice System, Should It Be Abolished
Delinquency Abroad
Class Evaluation
Read: Siegel, Welsh, & Senna Chapters 16

Final Examination: March 17, 2009 (Tuesday) 5:30pm-7:30 pm.

SELECTED BIBLIOGRAPHY

- Alexander, R. Jr. (2000). *Counseling, treatment, and intervention method with juvenile and adult offenders*. Brooks/Cole.
- Cheryl H. (1999). Ganging up on Girls: Young Women and Their Emerging Violence. *Arizona Law Review*, 41, 93.
- Cox, S. M., & Conrad, J. J. (1987). *Juvenile justice: A guide to practice and theory* (2nd ed.). Dubuque: Brown.
- Hirschi, T. (1969). *Causes of delinquency*. Berkeley, CA: University of California Press.
- Kratcoski, P. C., & Kratcoski, L. D. (1990). *Juvenile delinquency* (3rd ed.). Englewood Cliffs: Prentice-Hall.
- Lovell, A. (1998). Other students Always Used to Say, "Look at the Dykes": Protecting Students from Peer Sexual Orientation Harassment. *California Law Review*, 86, 617.
- Raynor, P. (1985). *Social work, justice and control*. New York: Basil Blackwell.
- Schwartz, I. (1989). *In Justice for juveniles: Rethinking the best interests of the child*. Lexington: D. C. Heath.
- Sharp, P. M. & Hancock, B. W. (1995). *Juvenile delinquency: Historical, theoretical, and societal reactions to youth*. Englewood, NJ: Prentice-Hall.
- Shireman, C. H., & Reamer, F. G. (1986). *Rehabilitating juvenile justice*. New York: Columbia University Press.
- Von Hirsch, A. (1976). *Doing justice: The choice of punishments*. New York: Hill and Wang.
- Von Hirsch, A. (1985). *Past or future crime: Deservedness and dangerousness in sentencing of criminals*. New Brunswick: Rutgers University Press.
- Whitehead, J. T., & Lab, S. P. (1990). *Juvenile justice: An introduction*. Cincinnati: Anderson.

**THE OHIO STATE UNIVERSITY
COLLEGE OF SOCIAL WORK**

**Adolescent Parenthood and Sexuality: International Perspectives
SW 597 (U/G 5 Credit Hours)
Spring 2010 Tuesday and Thursday 7:30 a.m. to 9:48 a.m.**

Instructor: Jorie Schwartz, MSW, LISW-S
Office hours: by appointment
Phone: 614-292-0183
Email: schwartz.65@osu.edu

COURSE DESCRIPTION:

This course has been approved to fulfill the GEC Capstone category. It is designed to provide a broad understanding of the biological, psychosocial and cultural forces that influence adolescent sexual behaviors and fertility patterns and family formation decisions. International comparisons will be emphasized with respect to teenage sexual trends, national policies and programs designed to control adolescent and young adult sexual adaptations and fertility.

CAPSTONE GOALS:

By drawing upon multiple disciplines, Issues of the Contemporary World coursework provides a capstone experience that helps students enrich their experiences of the increasingly global nature of the contemporary world.

GEC EXPECTED LEARNING OUTCOMES:

Upon satisfactory completion of this course students will be able to:

1. Synthesize and apply diverse disciplines to contemporary issues.
2. Demonstrate an understanding of the relationships between information derived from different disciplines by interacting with students from different majors.
3. Write about or conduct research on the contemporary world.

OTHER EXPECTED LEARNING OUTCOMES:

Upon satisfactory completion of this course students will also be able to:

1. Understand the interplay of biological, psychosocial and cultural forces shaping adolescent sexual activity and parenting decisions.
2. Develop sensitivity to ethnic, cultural, religious and family cultures as they influence attitudes and mores regarding adolescent sexual behavior.

3. Appreciate the value assumptions and objectives underlying programs and governmental policies for dealing with teenage sexuality and parenthood in keeping with social work practice guidelines.
4. Know about available social programs and governmental resources in the United States and other nations for dealing with problems and consequences of teenage sexual behavior.
5. Become knowledgeable about various source materials for getting information concerning teenage sexual and parenthood data in the United States and international setting.
6. Respect the privacy, autonomy, and unique individuality that contribute to adolescent self-empowerment toward their achievement of maximum life potential.
7. Demonstrate competence in understanding, analyzing and comparing different approaches toward guiding and empowering sexually mature adolescents toward their self-selected goals.

COURSE REQUIREMENTS:

1. Type of Instruction:

This course will be taught using a limited lecture format combined with ample opportunity for discussions and interactions. Additional content will be provided by visual aids, videos, handouts, and outside speakers.

WARNING! The subject matter of this course includes material considered by some individuals to be sensitive, private, overly suggestive—even offensive to their personal values and beliefs. This material may include realistic simulations of sexual interaction often seen in movies or TV programs. Consequently, learning materials may involve illustrations or images that show anatomical figures, explicit nudity, sexual play, sexual intercourse, abuse, and childbirth—since these events are considered essential to learning objectives. Very sensitive individuals may wish to bypass this course. Students will be advised in advance when explicit, potentially upsetting material is to be viewed and are always free to excuse themselves from the viewing experience.

2. Course Evaluation by Students:

Students will have the opportunity to evaluate the course in a standardized manner at the end of the quarter. Please feel free at anytime during the quarter to give feedback to the instructor.

3. College Incomplete Policy:

"I" (Incomplete) course grades will be considered only in relation to emergency and hardship situations, and a request for such a grade option must be discussed with the instructor prior to the final week of the course. A date for completion of the incomplete work will be established with the student. University policies governing the circumstances under which "I" grades are given and deadlines for completion will be adhered to.

4. Academic Misconduct:

The College of Social Work supports fully the University standards on Academic Misconduct. Students are responsible to follow the Code of Student Conduct in all academic work. The Code of Student Conduct can be found in the student resources guide: http://studentaffairs.osu.edu/resource_csc.asp. This includes, but is not limited to: following course rules, no use of unauthorized information or assistance, no plagiarizing, no falsification, fabrication or dishonesty in reporting research, and no alteration of grades or University forms. Faculty is strictly bound to report suspected cases of Academic Misconduct.

5. Students with Disabilities:

This publication/material is available in alternative formats upon request at www.ods.ohio-state.edu. Please contact Brenda Davidson (MSW Office), 200-E Stillman Hall, 292-7684 regarding services through the Office For Disability Services.

6. Assignments:

1. 20 points Attendance and Participation
2. 20 points Position Paper
3. 20 points Mid-term Exam (take-home)
4. 40 points Final Group Project and Presentation

Attendance and Participation: Students are expected to attend class and actively participate in class discussions and exercises. Attendance and participation is worth up to 1 point for each class session or 2 points per week for the 10 weeks of the quarter. Point deductions occur if a student is absent, is late or leaves early without emailing the instructor or is present but does not engage in discussion or activities. The instructor's subjective assessment of participation and engagement is based upon observation of the student's contribution to class discussions.

Compare and Contrast Paper: Students will be given a two-sided issue related to Adolescent Parenthood and Sexuality and will write a 2 to 3 page Position Compare and Contrast Paper. The outline for the paper is as follows:

- Present the topic and the arguments for and against both sides,
- Describe the core similarities and differences in the two arguments.
- Cite at least 3 references, 1 can be from the required texts.

The grade will be based on how well the student addresses the outline and follows the required format (see format for written submission below).

Mid-term Exam: Students will be given a take-home mid-term consisting of five short essay questions, of which they must choose four to complete. Each response should be no more than 1 page in length and is worth 5 points of the grade. The grade will be based on how completely each question is addressed and follows the required format (see format for written submission below).

Final Group Paper and Presentation: Students will work in a group with 3 other students to complete this assignment. Each group will select the type of media they would like to analyze.

The analysis must include the possible interpretations for both male and female adolescent audiences. You should explore how younger versus older adolescents may be effected. The analysis must also consider how the race, class, sexual orientation, gender, and family culture/values of the individual adolescent might influence how adolescents interpret the meaning of the group's selected medium. Consider the possible subliminal, subconscious subtleties, if any. Groups should address the language and images being used, the literal, covert, and overt lyrics or images, the *feel*, and meaning being portrayed.

Each group will present their findings to class, presentations will last approximately 20 minutes. Be creative! The grade will be based on the presentation of the analysis.

The group will also submit a 5 to 6 page paper. You should cite the media used and 3 other resources you use to support your analysis. The grade will be based on how thoroughly the group analyzes the media and addresses the above questions. Papers must also follow the required format (see format for written submission below).

Students will anonymously evaluate each other's performance in the completion of the group project. These evaluations, as well as the instructor's observations and assessment, will determine the grade received.

Examples of Types of Media:

- *Song Lyrics*
Listen to no less than 3 hours of music on any popular radio station. Listen during primetime hours (i.e., not during the morning shows).
- *Advertising/Commercials*
Watch no less than 3 hours of primetime television from various popular stations that you deduce teenage viewers might select.
- *Teen Magazines*
Read at least 5 popular magazines with a teenage target audience.
- *Music Videos*
Watch at least 2 hours of music videos. This must be done without listening to the music (i.e., MUTE!).
- *YouTube*
Watch approximately 3 hours of videos that target youth.
- *Other topics as approved*

Format for Written Submission:

- I prefer assignments be turned in to the Carmen drop box.
- 12-point font.
- Double-spaced.
- Use 1" margins all the way around the page.
- Number all pages in the center of the Footer.
- Include your name on every page in the Header.
- APA or MLA format for references.

Late Assignments: Late assignments are not accepted without prior communication and arrangements. Late assignments negotiated in advance may result in a lower grade (usually 2% per day including weekends) and must be submitted within one week of the original due date. Consideration of an Incomplete follows the above listed College Incomplete Policy.

7. Grades:

Students' grades will be based on the sum of points earned from the graded assignments and participation. Distribution of grades by points:

A = 93 and up	C+ = 77.5 to 79.9
A- = 90 to 92.9	C = 73 to 77.4
B+ = 87.5 to 89.9	C- = 70 to 72.9
B = 83 to 87.4	D+ = 65 to 69.9
B- = 80 to 82.9	D = 60 to 64.9
	E = under 60 points

REQUIRED TEXTS:

Coles, R. (1997). The youngest parents. New York, NY: W. W. Norton & Company.

Crooks, R. & Baur, K. (2008). Our Sexuality (10th ed.). Belmont, CA: Thomson Wadsworth.

The above listed texts are on closed reserve at the Thompson Library.

	Dates	Topics	Assignments & Readings
Week 1	3/30/10	Overview of Teen Pregnancy and Parenting	Coles <i>intro; 139-223 (photos)</i> Luker <i>chapter 1</i>
	4/1/10	Reproductive Behavior in Developing Countries Risk and Protective Factors	
Week 2	4/6/10	Teen Parenting Panel	Coles <i>chapter 1</i> Crooks & Baur <i>chapters 1 & 7</i>
	4/8/10	Sexual Intelligence Theories of Adolescent Development	
Week 3	4/13/10	Biological Development Outside Presenter – Contraceptives	Coles <i>chapter 2</i> Crooks & Baur <i>chapters 4, 5 & 10</i>
	4/15/10	The Politics of Birth Control	
Week 4	4/20/10	<i>The Education of Shelby Knox</i> Comprehensive vs. Abstinence Only Education Position Paper Due	Luker <i>chapter 4</i> Crooks & Baur <i>chapters 8 & 12</i>
	4/22/10	Circles of Sexuality Levels of Sexual Interaction	

	Dates	Topics	Assignments & Readings
Week 5	4/27/10	Outside Presenter – LGBTQ Youth	Coles <i>chapter 4</i> Luker <i>chapter 5</i> Crooks & Baur <i>chapters 3 & 9</i>
	4/29/10	Adolescent Decision Making Mid-term Passed Out	
Week 6	5/4/10	Outside Presenter - STDs	Coles <i>chapter 5</i> Luker <i>chapter 6</i> Crooks & Baur <i>chapters 15</i>
	5/6/10	Sexual Health Ads Mid-term Due	
Week 7	5/11/10	<i>Killing Us Softly 3</i> Sexuality and the Media	Coles <i>chapter 3 & 6</i> Luker <i>chapter 3</i>
	5/13/10	Teen Fatherhood The Welfare System	
Week 8	5/18/10	Violence in Dating Relationships	Coles <i>chapter 7</i> Luker <i>chapter 7</i>
	5/20/10	<i>The Age of Consent</i> In Class Group Time	
Week 9	5/25/10	Sexuality Laws In Class Group Time	Coles <i>chapter 8</i> Crooks & Baur <i>chapter 17</i> Luker <i>chapter 2</i>
	5/27/10	Group Presentations	
Week 10	6/1/10	Group Presentations	
	6/3/10	Group Presentations Group Paper and Group Member Evaluations Due	