Lectures and Assignments: This course will review research and theory addressing developmental changes during the 2nd decade of life (basically adolescence and young adulthood). The research is very exciting and has important implications for a range of public policy issues, including the status of teenagers as either ‘children’ or ‘adults’ in the eyes of the legal system. The topics and reading assignments for each class are provided on the attached pages. We may deviate from this schedule, so the dates and topics are intended as rough guides for where we will be throughout the semester.

Class Participation and Attendance:

Class participation is required. If you miss more than two classes then you must make an appointment to see me; otherwise I reserve the right to lower your final course grade by one full grade level. Please note that missing two days of class during the summer is equivalent to missing 5 days of class during the fall or spring semester! So please be judicious when planning your obligations outside of class.

Please turn off your cell phones when attending class. Reading or responding to text messages distracts other students, even when you think you are quiet and unobtrusive! Laptop computers can only be used for taking notes (thus no surfing the web). I reserve the right to lower your course grade by one full grade level if the latter requests and policies are violated.

Examinations:

Two exams will be administered. The tentative exam dates are provided on the next pages. The exam dates are tentative, so please do not plan business trips or other obligations around the latter dates. Each exam contributes 33% to your course grade. You will not be administered an exam if you arrive after the first student departs from the exam room. So please arrive on-time.
Term Paper:
Students will be required to write a 5-page paper, typed and double spaced. The paper is worth 34% of your course grade. The paper should help you organize your thoughts about the research that we review addressing adolescent brain development, behavior, and public policy. I will distribute the writing assignment on the 3rd day of class. The 'term paper' is due on Thursday June 23rd, one week before the last day of classes. Submitting your papers on June 23rd will give me sufficient time to read each paper and then review them with you on the last day of class. Please DO NOT ask for an extension. I will not give extensions unless you are hospitalized or subject to some other extreme emergency. Late papers will have their grades lowered by one letter grade (e.g., an “A” paper become a “B” paper). Papers should be carefully crafted and clearly written. Unclear writing usually reflects unclear thinking. To help you develop your writing skills, we will spend a class session reviewing writing tips and completing a hands-on writing exercise that should improve your writing skills. I will ask you to submit several of your drafts along with your final ‘term paper’, so please save your drafts.

Strategies for Success in this Course
Many talented students earn low grades in university courses because they do not invest the time needed to succeed in the courses. This problem can be especially pressing for summer classes, where the increased meeting time each week is often not accompanied by an increase in studying time. For every three (3) hours that you spend in class each week, you should spend between 6 to 9 hours studying outside of class. Thus for a Summer Session I course that meets approximately 11 hours each week, you should spend A MINIMUM OF 22 HOURS STUDYING EACH WEEK in addition to attending class every day. I have designed the course, the readings, and the assignments with the latter time commitment in mind.

You should read all of the assigned material, and you should read the material more than once. Most importantly, interact with the material!! Write comments in the margins of the articles, type up notes, discuss the material with friends (or even enemies), or just close the door to your room and review the material aloud! Actively engaging material is absolutely critical for your success in any course. Passively reading a chapter once is useless. At the University level, you are expected to master material in a non-trivial way. Hence the need to genuinely commit the type of time and energy described above in order to get the payoff that you desire. The material that we will read and review
this ‘semester’ is very exciting and has numerous practical implications. So please make sure that you give yourself sufficient time to read and digest the material.

**Classroom Accommodations**
If you have a disability and need classroom accommodations, then please contact the Center for Accommodations and Support Services (CASS) by phone at 747-5148 or by email at cass@utep.edu or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass.

**A NOTE REGARDING ACADEMIC HONESTY, INTEGRITY, AND DISHONESTY**
Please make sure that you are the sole author of your ‘term paper’. Do not plagiarize or ask a friend or company to write your paper. To help you avoid plagiarism I have attached two brief documents handouts from UTEP’s Office of Student Conduct and Conflict Resolution that describe plagiarism and how to avoid it. In addition, when discussing research findings please use your own words. Do not cut and paste a montage of quotes from the authors themselves! Your task is to express the ideas in your own words.

Academic integrity and academic honesty are highly valued at UTEP. The Office of Student Conduct and Conflict Resolution (http://sa.utep.edu/osccr/academic-integrity/) notes the following: “...students are expected to maintain absolute integrity and a high standard of individual honor in scholastic work undertaken at the University. At a minimum, you should complete any assignments, exams, and other scholastic endeavors with the utmost honesty…”

“Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable to another person.

“Cheating: Copying form the test paper of another student; communicating with another student during a test; giving or seeking aid from another student during a test; possession and/or use of unauthorized materials during tests (i.e. Crib notes, class notes, books, etc.); substituting for another person to take a test; falsifying research data, reports, academic work offered for credit.
“Plagiarism: Using someone’s work in your assignments without the proper citations; submitting the same paper or assignment from a different course, without direct permission of instructors

“Collusion: Unauthorized collaboration with another person in preparing academic assignments”

NOTE: Please do not fall behind in your readings or your class attendance. If you have questions about the readings or class material then please come see me - I enjoy meeting with students!

TENTATIVE SCHEDULE

DATE   TOPIC
June 6  INTRODUCTION,
        OVERVIEW,
        BRAIN MATURATION

READING ASSIGNMENT
1. Interview: Jay Giedd. Frontline.
2. Interview: Deborah Yurgelun-Todd. Frontline.

June 7  BRAIN MATURATION

READING ASSIGNMENT

June 8

**BRAIN MATURATION:**

**BEHAVIORAL & LEGAL IMPLICATIONS**

**READING ASSIGNMENT**


June 9

**BRAIN MATURATION:**

**BEHAVIORAL & LEGAL IMPLICATIONS**

**READING ASSIGNMENT**


June 10

**BRAIN MATURATION: BEHAVIORAL & LEGAL IMPLICATIONS**

**READING ASSIGNMENT**

No new readings: Play catch up ball!

June 13

**BRAIN MATURATION: BEHAVIORAL & LEGAL IMPLICATIONS**

**READING ASSIGNMENT**


June 14

**PSYCHOSOCIAL MATURITY : PERSONALITY**

**READING ASSIGNMENT: NO NEW MATERIAL**

June 15

**WRITING EXERCISE I**
June 16

EXAM #1

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June 17

PSYCHOLOGICAL MATURITY: PERSONALITY
READING ASSIGNMENT
Paradigms of Personality, New York: W.H. Freeman. Pages 188-221.

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June 20

PSYCHOLOGICAL MATURITY: MORAL REASONING
READING ASSIGNMENT

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June 21

PSYCHOLOGICAL MATURITY: INTELLECTUAL DEVELOPMENT
READING ASSIGNMENT

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June 22

PSYCHOLOGICAL MATURITY: INTELLECTUAL DEVELOPMENT
READING ASSIGNMENT:
June 23  ADOLESCENT REASONING  
[TERM PAPERS DUE] 
READING ASSIGNMENT (To be announced) 

June 24  ADOLESCENT MODDS & EMOTIONS  
READING ASSIGNMENT [To be announced] 

June 27  ADOLESCENT HEALTH THREATENNG BEHAVIORS  

June 28  ADOLESCENT DECISOIN MAKING  
READING ASSIGNMENT: NONE 

June 29  EXAM #2 

June 30  WRITING EXERCISE II:  
Hands-on writing exercise; review (anonymous) examples from students’ term papers 

ACADEMIC INTEGRITY 
Appendix 1: Avoiding plagiarism 
Appendix 2: Deterring academic dishonesty 

OPTIONAL READING  