

Emerging Adulthood Development [PSY 4V90.001](#) – Spring 17
(3 semester credit hrs.): Monday and Wednesday 11:30-12:45pm
Syllabus subject to change

Instructor Contact Information

Dr. Linda Drew

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Office Hours: Wed. 130-230/by appointment; Office location: GR 4.304

Course Description:

This course is designed to provide the student with an overview of the theories, findings, and research on the biopsychosocial & cultural perspective of the *Emerging Adult (18-29 years-old)*. Students will develop understanding of the influences of the external and internal process in development focused on self-concept, identity, and biology. Basic knowledge of psychology and developmental theories is assumed. Course material will be ascertained from the text, readings, documentaries/movies, and lectures.

Student Learning Objectives:

After completing the course, students should be able to:

- 1.1. Identify and describe the theory of Emerging Adulthood and lifespan theory.
 - 1.2. Describe the contribution of *social* and *cultural* events on Emerging Adulthood as a new developmental stage between adolescents and adulthood.
 - 1.3. Demonstrate an understanding of *biological changes* and *cognitive development* as relevant to emerging adulthood.
 - 2.1. Analyze the theories and materials presented to determine the degree to which the theory of emerging adulthood is valid.
 - 2.2. Use critical thinking to apply concepts and theories learned in the classroom to personal experiences of modern culture, the media and their own lives.
 - 2.3. Determine the extent to which research findings support specific hypothesis.
 - 3.1. Describe how the psychological prospective can enlighten social issues, and inform public policy.
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Required Textbooks:

BOOK 1 Title: Emerging Adulthood, 2nd Ed.

Author: Arnett

ISBN: 978-0199929382

Required Course Reading from *Oxford Handbook of Emerging Adulthood*: click link & insert password (see eLearning) <http://utdallas.docutek.com/eres/coursepage.aspx?cid=2112>

Required Additional Readings: listed in syllabus and available on eLearning.

Required Movie: buy/rent/borrow a copy/online; also at UTD library.

Bohhood by Director: [Richard Linklater](#) **Watch this movie to discuss in class see syllabus.**

Suggested NOT required, available to Download from UTD library.

Title: Emerging and Young Adulthood: Multiple Perspectives, Diverse Narratives 2nd Edition (2015). Author: Konstam; Publisher: Springer; ISBN: 978-3-319-11300-5

Suggested NOT required material listed in the syllabus: These items were thoughtfully chosen to enhance your learning experience and increase critical thinking moments. Movies are available at UTD library. Journal articles are posted on eLearning under suggested readings.

Exams (2), Paper, Interview, Final Project & Classroom Policy: See syllabus for due dates!

Exams: There will be two multiple choice exams (100 points each); scantron required.

Quizzes: There will be **several** based on the articles or book chapters. Quizzes will become available on eLearning 48 hours prior to the start of the class period – see syllabus for dates of quizzes. Each question is worth 2 pts.; fill in blank or short answer and are open journal/book and completed online. Don't miss the window of time to complete these quizzes there is NO makeup without prior explanation.

In class debate (50 pts): using this topic question: *"Is emerging adulthood a developmental stage?"* Read these references on eLearning: Arnett, 2000; Cote, 2014; Oxford Handbook of EA, Cognitive development Ch. 7. You will be assigned a side to take and must prepare your points on Monday 1/23 with your group and debate will occur on Wednesday 1/25.

Mid-term paper: 6 pages based on the process of emerging adulthood of the parents in the movie *Boyhood* by director Richard Linkletter. *First*, select either the *mother or the father* character in the movie. *Second*, identify a theory to guide your findings of their development into adulthood: emerging adulthood, identity development, personal agency, cognitive, or biological development. *Third*, social and cultural influences are expected to be included (see below for further requirements).

Mid-term Paper Requirements (100pts): double space, typed, APA format for references (ask if you need guidance), include APA cover page and separate reference page. For full points use min. of 3 peer reviewed journal articles as references. **Due to turnitin link on eLearning on 3/21 by 11:59pm.**

Final Research Paper: Literature review and Structured Interviews (200 pts): 8 pages + APA title page + interview notes + reference page; FIVE interviews of emerging adults ranging in age 18-29. Part of your assignment is developing 5+ open ended questions in a focused topic area to discuss with each of your interviews (for full points, include these questions in your paper in the appendix). The cumulative answers from the questions developed by you will be used to describe the process and the transition to adulthood. It is required to record these interviews to review answers later. **More information** provided in class and on eLearning. **Due: All Interviews completed and Research Paper turned into *turnitin* link on eLearning by 10 a.m. on TBD date of final set by UTD for this class – no extensions!**

Attendance and participation (100pts): Attendance in class is required. Meaningful participation in class discussion will be a part of your *mid-term and final grade*. *Please be professional and attend class! See Syllabus for specific days where extra points are possible.*

Classroom policy:

- **PLEASE Turn off all mobile phones during class time.**
 - **No recordings are permitted in class.**
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Grading Policy: Grading is based on a set of *a priori* criteria: 90% correct and above for the A range, 80% and above for the B range, 70% and above for the C range, and 60% and above for the D range. *In the event that the tests prove unusually difficult, I will relax these criteria somewhat.* Final grades will be based on the total number of points obtained. Pluses and minuses will be assigned per University policy.

Course & Instructor Policies: DON'T MISS DEADLINE FOR ANY ASSIGNMENT! EXTENSIONS will be given only if (a) you were seriously ill and have documentation from a physician, or (b) you have a police report (e.g., auto accident) indicating you were detained the day and time of the exam, or (c) you made arrangements prior to the exam to attend an important event (e.g., a funeral). In any of these cases, you must notify the professor in ADVANCE of the scheduled exam or paper (leave an e-mail message in you can do nothing else). Otherwise, you will receive an F on the assignment. With approval, it is the student's responsibility to make sure that the assignment is made up within **one week** of the scheduled time.

Course Requirements	Total points
2 Exams - 50 points each	100
Quizzes	100 total
In class debate	50
Mid-term Paper	100
Final Paper & Interviews	200
Participation	100
Total points possible	650

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Syllabus				
Week	Date	Topics	Assignments and Required Reading	Work Due
1	1/9	Course Introduction, expectations, and facts about EA.	<i>Syllabus</i>	
	1/11	Psychological and Social perspective	Arnett Chapter 1 <u>see eLearning for journal articles</u> Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. <i>American Psychologist</i> , 55, 469-480. Cote (2014). The Dangerous Myth of Emerging Adulthood: An Evidence –based critique of a flawed developmental theory. <i>Applied Developmental science</i> , 18, 177-188.	
2	1/16	NO CLASS - Martin Luther King Day		
	1/18	Biological foundations! Brain and Cognitive development: Post formal Thinking	Oxford Handbook, Cognitive development Ch. 7, pgs. 105-122 <i>Neuroscience of 20-Somethings: Emerging Adults Show brain differences in Scientific American</i> http://blogs.scientificamerican.com/brainwaves/the-neuroscience-of-twenty-somethings/	Quiz online, 48 hours prior to class starting on Neuroscience of 20-Somethings: Emerging Adults Show brain differences
3	1/23	Discussion and group preparation for debate on Is Emerging Adulthood a theory? Be prepared to discuss this question in the next class session in preparation for the debate.	In class debate for 50 points on 3 readings: <u>Arnett, J. J. (2000).</u> Emerging adulthood: A theory of development from the late teens through the twenties. <i>American Psychologist</i> , 55, 469-480; <u>Cote (2014).</u> The Dangerous Myth of Emerging Adulthood: An Evidence –based critique of a flawed developmental theory. <i>Applied Developmental science</i> , 18, 177-188; & Oxford Handbook Developmental Stage: Theory or Nonsense?, Ch. 2, pgs. 11-22	Debate preparation
	1/25	Theory debate in class		In class debate (50 points)
4	1/30	Social Cognition	<i>Oxford Handbook, Social Cognitive Development in EA, CH. 9, pgs. 142-155.</i>	

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Syllabus subject to change

	2/1	Social Emotional development in EA Identity Development	<i>Oxford Handbook, Identity in EA</i> , CH. 25, pgs. 401-411 <u>Suggested not required</u> : Jensen, L., & Arnett, J. J. (2012). Going global: New pathways for adolescents and emerging adults in a changing world.	
5	2/6	<i>This week is relevant to mid-term project!</i> Becoming a parent while an emerging adult.	Arnett Chapter 3 Laney, Lewis Hall, Anderson & Willingham (2015) Becoming a Mother: The Influence of Motherhood on Women's Identity Development, <i>Identity</i> , 15:2, 126-145.	Quiz online Arnett Ch. 3 & Laney, Lewis Hall, Anderson & Willingham (2015).
	2/8	Parenting and emerging adulthood	Watch movie <i>Boyhood</i> before this class period – discussion of <i>Boyhood</i> movie.	10 pts participation
6	2/13	Social economic status	Thomas, V., & Azmitia, M. (2014). Does class matter? The centrality and meaning of social class identity in emerging adulthood. <i>Identity: An International Journal of Theory and Research</i> , 14(3), 195-213.	Quiz online Thomas, V., & Azmitia, M. (2014).
	2/15	Friendship	Anthony & McCabe (2015). Friendship talk as identity Work: Defining the self through friend relationships.	Quiz online Anthony & McCabe (2015).
7	2/20	Rite of passage	Watch movie from list of 100 top rites of passages movies. <i>Discuss in class</i> .	Watch rites of passage movie, see list eLearning. <i>10 points</i> participation.
	2/22	Moral Development and developing Worldviews	Arnett Chapter 9 <i>The Oxford Handbook</i> , Moral Development During Emerging Adulthood. Pgs. 449-459.	Quiz online Arnett Chapter 9 Mid-term paper due by 11:59pm
8	2/27	Choices in EA. Movie <i>Living on one dollar a day</i>	Arnett: Chapter 12 <u>This course period may run over</u>	
	3/1	Choices in EA continues	<u>Suggested not required</u> : Movie <i>City Slicker</i> <i>Why? "Getting a do over"</i> ; you have to wait till the end of the film to get this valuable reference relevant to EA life.	<i>10 pts</i> participation
9	3/6	Personality	Roverts & Mroczek, 2008. <u>Personality trait change in adulthood</u> ,-Current directions in psychological Science	Quiz online Roverts & Mroczek, 2008.

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	3/8	Exam	Arnett: Chapter 1 & 12 Oxford Handbook: Developmental Stage: Theory or Nonsense?; pgs. 11-22; Cognitive development Ch. 7; <i>Identity in EA</i> , pgs. 401-411; & Moral Development During Emerging Adulthood. Pgs. 449-459. Plus all previous lectures.	Exam
10	3/13	Spring Break NO class		
	3/15			
11	3/20	<i>Media Use</i>	<i>The Oxford Handbook</i> Chapter 22: Media uses in EA.	
	3/22	<i>Digital Natives in College</i>	Coyne, S. M., Padilla-Walker, L. M., & Howard, E. (2013). Emerging in a digital world: A decade review of media use, effects, and gratifications in emerging adulthood. <i>Emerging Adulthood</i> , 1(2), 125-137. & Arnett Chapter 8	<i>Quiz online Coyne et al. & Arnett Ch. 8</i>
12	3/27	School to work transition of EA	<i>The Oxford Handbook</i> Chapter 20: School to Work Transitions.	
	3/29	Government as parent: aging out of care	News article eLearning: Greenfield (2015). <i>What happens when foster Kids' Age Out" of the System?</i>	10 pts participation
13	4/3	Higher Ed path or not	<i>The Oxford Handbook</i> Chapter 19: Self in University life.	
	4/5	Career planning	Arnett Chapter 7	Quiz online Arnett Ch. 7
14	4/10	Resilience & health	<i>The Oxford Handbook</i> Chapter 36: Positive Development and Resilience in Emerging Adulthood.	
	4/12	Risk taking behavior	<i>The Oxford Handbook</i> Chapter 32: Substance use in E.A.	
15	4/17	Romance Exam Review	<i>The Oxford Handbook</i> , Chapter 15: The challenge of romantic relationships in EA. Arnett Chap. 4, 5 & 13	
	4/19	Exam	<i>The Oxford Handbook</i> , Chapter 15 The challenge of romantic relationships in EA., 19 : Self in University life, 20 School to Work Transitions, 22 Media uses in EA, 32 Substance use in Emerging Adulthood., & 36	Exam
16	4/22	<i>Sexuality</i>	Manning, et al. (2006). Hooking up: The relationship contexts of "nonrelationship" sex. <i>Journal of Adolescent Research</i> , 21, 459-483.	Discussion of Manning article; 5 pts. participation.
	24			
	5/1	No Class reading week		
	TBD	Final paper: UTD final	Final project – submit to <i>turnitin</i> link through eLearning on day of final	

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Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, A to Z Guide, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3, and in Title V, Rules on Student Services and Activities of the university's Handbook of Operating Procedures. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college

-level courses. These dates and times are published in that semester's course catalog.

Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's Handbook of Operating Procedures.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent").

Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed.

An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F.

Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:

The University of Texas at Dallas, SU 22

PO Box 830688

Richardson, Texas 75083-0688

(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind.

Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations.

Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment. If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.