

EDF 3135

The Adolescent

Spring 2018 Course Syllabus, WEB Course, Section # 1463

Instructor: Kathleen Driscoll
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Office Hours: By appointment

Required Textbook

Required Text: Steinberg, L. (2016). *Adolescence* (11th ed.). New York: McGraw Hill.
ISBN 1259567826

Note: If you have not done so already, please make sure that you obtain a copy of this text immediately. If you do not have a copy of the text by the start of the course, you are still responsible for the content in the course.

Course Description

This course will introduce students to the significant changes in biological, cognitive, social, and emotional development that occur during adolescence and acquaint students with relevant theoretical perspectives and research on adolescent development.

This course is a web-based version of the EDF 3135 course. As such, the entire course will be conducted online using the UF Canvas system. You can access the course page by going to <http://elearning.ufl.edu> and logging in using your Gatorlink username and password. All course materials can be retrieved and must be submitted using the Canvas system unless otherwise specified.

Course Objectives and Goals

This course is designed to provide experiences that will enable students to:

- acquire a working knowledge of contemporary theories and research of adolescent development as well as the key concepts and terms employed by specialists in the field
- understand the ways in which knowledge of adolescent development is produced, evaluated, and applied by scientists and practitioners
- understand how the material relates to his or her own life (past, present or future) and students are encouraged to apply concepts to their own experiences
- engage with other students in a constant evolving discussion via online discussion postings

Basis for Grades

3 Exams (50 pts each)	150 points
Adolescent in the News Selection	10 points
The Adolescent in the News Presentation	50 points
The Adolescent in the News Responses (2.5 pts each, 5 pts total per presentation)	50 points
Chapter Summary Discussions (20 pts each)	240 points
Chapter Summary Discussion Responses (2.5 pts each, 5 pts total per summary discussion)	60 points
Total Points:	560 points

Grading Scale

Grade	Scale	Grade	Scale
A	93-100%	C	73-76%
A-	90-93%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	E	<59%

Final grades with decimals equal to or greater than 0.5 will be rounded to the next number

Grading Policies:

Assignments & Papers: To be fair to all students in this class, all assignments are due on the listed due date and time on the syllabus. Any assignments submitted after the due date and time will result in an automatic one letter grade reduction for the assignment (e.g., for an 'A' assignment, the highest grade that a student can achieve will be a 'B' because the assignment is turned in late). The assignment will continue to lose one letter grade for each subsequent day that the assignment is late. As such, grade reductions are as follows:

- 1 day late = maximum of 85%
- 2 days late = maximum of 75%
- 3 days late = maximum of 65%
- 4 days late = maximum of 55%
- 5 days late and later = no credit

ASSIGNMENTS THAT ARE 5 DAYS LATE OR LATER WILL NOT BE GRADED AND WILL RECEIVE A GRADE OF 0.

Students are required to submit all assignments in the respective forums or assignment sections (outlined below) in the Canvas system via the text box or in .doc, .docx, or .pdf format. Formatting requirements are as follows: Double-spaced in Times New Roman, 12 pt. font with 1" margins on all sides of the document.

Because all assignments for this course are submitted via Canvas, it is the students' responsibility to inform the instructor of their inability to submit the assignment prior to the assignments' closure and to request that the assignment be reopened in the Canvas system. Failure to do so will result in further letter grade reductions to the assignment.

In the event that the Canvas system is unavailable due to a system update or failure, students are required to email the instructor of the Canvas system failure and submit the assignment via email to avoid a grade reduction.

Information on UF Grading Policies for Assigning Grade and Grade Points

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at <http://www.registrar.ufl.edu/staff/grades.html> and for information on current UF grading policies for assigning grade points, see the following: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Course Requirements:

EXAMS: Students are required to complete 3 exams (two throughout the semester and the final). **Please note that these are closed book, closed notes exams. You may not use your notes, text, or online materials for the exams. During exams, textbooks, notes, cell phones, and other digital devices must be neatly stowed away out of sight.**

- Each exam will consist of multiple choice, short answer, and/or essay questions drawn from the textbook, class discussions/presentations, and class activities. All assigned reading and “in-class” material is considered testable material. You will have 50 minutes to complete each exam.
- Exams are issued on the THURSDAY of the exam week noted on the calendar below. Exams open at midnight (12:00 AM) on the respective THURSDAY and close on that respective THURSDAY at 11:59 PM. This means that students will have 24 hours to complete the exam on the students’ own time. Failure to complete the exam within these 24 hours will result in being issued a 0 for the exam.

EXAMS 1 AND 2 WILL BE GIVEN ON THE THURSDAY OF THE WEEK OF THE EXAM. THE EXAM WILL OPEN AT 12:00 AM ON WEDNESDAY AND CLOSE AT 11:59 PM ON THAT THURSDAY.

THE FINAL WILL HAVE A DIFFERENT SCHEDULE AND PLEASE REFER TO THE CALENDAR FOR THAT SCHEDULE.

- Make-up exams will only be given in case of emergency. ***IF a student notifies me BEFORE the exam is given and provides appropriate supporting documentation for the absence, then a make-up exam will be granted.*** Otherwise, the student will receive a zero for the missed exam.

If you are going to miss an exam, you **MUST** contact the instructor (at a minimum send an email prior to the start of the start of the exam) to request a make-up. Please note that make up exams will only be extended to students under extenuating circumstances as outlined by the University of Florida Undergrad Catalog's Attendance Policy and Examination Policies and Reading Days outlined here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> and here:
<https://catalog.ufl.edu/ugrad/current/regulations/info/exams.aspx>.

*******For each exam there will be a study guide provided and a review discussion post for students to post questions or study material and use that as a forum to prepare. Posting in the review discussion is not a requirement, but a way for you to prepare for the exam. *******

The exams are worth 50 points each

CHAPTER SUMMARY DISCUSSIONS: Upon reading each chapter, students are required to compile a minimum 3 page document that is double spaced, 12 pt. font, Times New Roman, 1” margins. I recommend writing this in Microsoft Word (or whatever word processor you use) and making sure you have reached the page limit and then submitting through the textbox via the Canvas system by clicking the “Chapter Summary Discussion” link in the respective module. **There will be ONE (1) Chapter Summary Discussion that is due each THURSDAY of every week by 11:59 PM.**

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- 5 vocabulary terms and their definitions. Following each definition, a brief statement on why you chose these terms. Did you find them interesting? Did one of the terms provide a new perspective/understanding to your current knowledge? How does this term challenge what you knew previously about the material discussed? How does this term link to what you have been learning previously in the course (as we move along in the course, this question will become more relevant)?
- 3 concepts or theories discussed in the chapter, including your understanding of the concepts based on what you read in the text. Also include how you experienced the concept discussed when you went through adolescence and whether your experience is supported by the research presented in the text or not. Concepts are distinct from vocabulary terms and are usually broader in nature. A good example of concepts in the text is usually those items that are listed as section headings. Theories will be more obvious in the text.
- 2 questions/comments/wonderings that came up while you read. Perhaps these questions reveal a gap in the content discussed in the text. Or maybe the question explores an opposing point of view (e.g., a differing perspective based on previous information learned or your own personal experience). Or even some new data that you stumbled upon in your own world. This portion is your opportunity to think critically about the information that you’ve read.
- Anything else that you may have wondered or found in your exploration of the chapter.

The purpose of this assignment is to ensure reading and comprehension of the course content and to also stimulate thinking and discussion via the discussion portal.

The Chapter Summary Discussions are worth 20 points each

- **Chapter Summary Discussion Responses:** Students will receive 20 points for each of their Chapter Summary Discussion submissions and an additional 2.5 points for each of their responses to their peer’s submissions (for a total of 5 points). You need to respond to two of your peers in order to facilitate discussion, which is the core of this class. In an effort to engage each other in dialogue on the content presented and to facilitate learning, students are expected to make **meaningful responses** to their peers’ work. **Meaningful responses** are those responses that:

- i. further the dialogue by including examples from the text or from personal experiences as it relates to the content presented in the text
 1. Example: “I agree with your assertion that the idea of a generation gap is overblown in today’s depiction of teenagers in the media. Consistent with the information presented in the text, my parents and I tended to agree on deeper matters such as my progress at school and my future ambitions.”
- ii. respectfully critique a portion of the submission presented by the classmate
 1. Example: “I agree that including information on the triggers to puberty are important when looking at biological transitions into adolescence. However, I wished you would have talked more about the role of leptin in signaling the onset of puberty, particularly in African American females. You could have included this information by...”
- iii. provide additional information that may not have been covered in depth in the text
 1. Example: “While the text covers information on an increase in standards based reform over the past 20 years, it does not talk specifically about how these standards came to be and whether these standards are based on research.”

In other words, merely including that you agree with, or like the assertion made by a fellow classmate is insufficient and you will lose points by only stating, “I agree/disagree with your point.” or “I like what you said in your post.”

Chapter Summary Discussion Responses are due **each SATURDAY by 11:59 PM** in accordance with the corresponding Chapter Summary Discussion.

The Chapter Summary Discussion Responses are worth 2.5 points each (5 points total)

THE ADOLESCENT IN THE NEWS: Throughout the semester, students are expected to monitor news outlets (CNN, MSN, ABC, Huffington Post, The Atlantic, Ted Talks etc.) for publications related to the content discussed in class. Students will note that news related to adolescent development appears in major news outlets and, in many instances, provides a current context, for the material reviewed in the course. Each student must then select one news article to present to the class that relates to the corresponding chapter of his or her choosing. This is an individual project, not with a group of other students. Successful completion of this assignment involves a three step process:

- Students are required to log into Canvas and enter the Adolescent in the News Selection forum in the Week 1 module. Students must then enter the chapter in which they wish to present an Adolescent in the News article. For example, if I wished to present an article for Chapter 3, I would enter the forum and type “Chapter 3—Kathleen Driscoll”.

Student selections are made on a first come, first served basis and students are encouraged to sign up for the chapter for which they wish to present an article as

soon as possible. About three students will present an article per week (with some weeks having four students). **As a result, if three students have already selected a particular week to present prior to your making your selection, you must select another week to present.**

Students must make their selections by Saturday, January 13th by 11:59 PM (after drop/add). Failure to submit a date in which the student wants to present will result in the instructor placing the student in a random week. Please take note to look at your schedule and pick a chapter that sounds interesting to you.

- After the selection deadline, students will receive a finalized list of when each student will be expected to present his/her article. This will be emailed through Canvas and will also be found in files. Adolescent in the News articles are due **on the Monday of the week that you select to present by 11:59 PM** in Canvas.

Please note that selections for this assignment must be related to adolescent development and the corresponding chapter as it relates to the material discussed in the course. For example, you may choose to discuss standards-based reform discussed in chapter 6, which focuses on policies designed to improve achievement by holding schools and students to a predetermined set of standards measured by achievement tests. Many news articles exist on this topic.

Along with a link to the news article, students are to include a write up on the article which includes the following information:

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- i. The subject of the news article, a brief summary of the information presented in the news article, and the concept from the text in which it is related. Also include the chapter. (12.5 points)
- ii. What the article says about this period of development and what the text says about the concept presented. Students are expected to compare and contrast between the article and the text (e.g. does the article support what is listed in the text? Refute it? Provide an update?). Give specific examples from the article and the text. (12.5 points)
- iii. The implications of the information presented in the article. If this is new information for you, society, education etc. what does the information mean for adolescents, families, and the context they live in? Use your critical thinking skills here. (If you see an article about schools mandating a no cell phone policy, what would the implications be for adolescents? Maybe limited relationships, changes in social interaction, or the inability to contact appropriate people in times of emergency). (12.5 points)
- iv. Any findings associated with the article. You may find that the news article you choose is connected with literature that furthers what we know about adolescence. These findings may provide additional insight to your current understanding of adolescence. You can connect it to other areas/chapters of the text, or other information you have learned in other classes. (12.5 points)

This assignment is worth 50 points.

- Finally, all students are to make two (2) meaningful responses to the Adolescent in the News posts. If there is a week that there are three presenters you will still only need to respond to two, however responding to all three presenters is always encouraged! All responses to Adolescent in the News posts must be made each **Wednesday by 11:59 PM**, following the date the article was posted.

Once again, meaningful responses are those responses that:

- i. further the dialogue by including examples from the text or from personal experiences as it relates to the content presented in the text
 1. Example: “I agree with your assertion that the idea of a generation gap is overblown in today’s depiction of teenagers in the media. Consistent with the information presented in the text, my parents and I tended to agree on deeper matters such as my progress at school and my future ambitions.”
- ii. respectfully critique a portion of the submission presented by the classmate
 1. Example: “I agree that including information on the triggers to puberty are important when looking at biological transitions into adolescence. However, I wish you would have talked more about the role of leptin in signaling the onset of puberty, particularly in African American females. You could have included this information by…”
- iii. provide additional information that may not have been covered in depth in the text
 1. Example: “While the text covers information on an increase in standards based reform over the past 20 years, it does not refer specifically to how these standards came to be and whether these standards are based on research.”

In other words, merely including that you agree with the assertion made by a fellow classmate, or like what the article/author says is insufficient.

This portion of the assignment is worth a total of 5 points (2.5 points for each meaningful response).

*****You are not required to make a meaningful response for the week that you present. For example, if Kathleen and Stephanie presented an Adolescent in the News article for Chapter 5, Kathleen does not have to do a meaningful response for her own article or for Stephanie’s article. Kathleen and Stephanie will only be responsible for presenting their article during the week they selected. All other students must complete a meaningful response (one for Stephanie’s article and one for Kathleen’s article).*****

Each student is only required to present one article throughout the semester. There will be no adolescent in the news presentations for the weeks that we have exams.

RESEARCH PARTICIPATION REQUIREMENT

Purpose: At the University of Florida, as at other major universities, the accumulation of new knowledge in the field of educational psychology comes from research conducted by faculty and students. One of the academic objectives of this course is to acquaint students with the nature of research activity. This objective is accomplished, in part, by requiring students enrolled in this course either to participate in on-going research studies, (see Method A) or to make arrangements for another research-related activity (see Method B).

If you fail to meet the research participation requirement (through either Method A or B, see descriptions below), you will receive an Incomplete (I) for the course. Your final grade in the course will not be affected, if you complete the research requirement by midterm of the following semester in which you are enrolled at the University of Florida. However if you do not complete the requirement by that midpoint, the Incomplete will turn into an “E.”

Research-Related Activity

Method A. During each academic term, students can serve as research participants in a variety of available studies. Included are projects dealing with cognition, reading, memory, learning, etc. At the end of your research participation, you will receive a written description of the general nature of the research project and the anticipated implications of the findings from the study. All research projects have been reviewed by the University’s Institutional Review Board (IRB) to ensure that student participation is appropriate. As part of the review process, particular attention is given to the establishment of coding procedures to guarantee that all research data are kept confidential. An informed consent form will be provided at the beginning of the study, and you have the right to discontinue participation in any study at any time, without penalty. **You must be at least 18 to participate in any research experiment. If you are 17 or younger, you will fulfill the requirement through Method B.**

You will be able to choose the project you want to participate in by signing up on-line. Instructions will be sent to you on how to access the system via list server by the second week of the semester (as soon as add/drop ends). The website is located at <http://coe-ufl.sona-systems.com/>. (save this link as you will need to check it frequently for available studies throughout the semester)

Since this is an online course your participation in research through the sona website will be through online participation. Please keep in mind that it sometimes takes weeks for studies to be uploaded to the sona site, so your participation in this part of the course may not take place until mid-semester. I would keep the sona link handy and check it periodically in order to see if there are studies available. Also, your ufl login may not work for this site and you may need to create a new one.

Method B. If you choose not to fulfill your research requirement through participation as a research participant, you must inform your instructor that you will complete Method B. That is, you must review one article published in the last year in the journal *Child Development* or *Developmental Psychology* related to adolescence and submit a 3-page written summary and critique of the research methods employed, using normal font and margins (i.e., 12-point font, 1 inch margins). The paper should include a description of the purpose, procedures/methods, and findings of the article as well as a critique of the findings. There will be a submission link in assignments on Canvas for this found in the week 9 module. **The paper is due on May 3rd. In the event of a documented illness or some other serious extenuating circumstance, the instructor of your course will consider extending this deadline.**

EXTRA CREDIT

There is an option for extra credit which will be found in the week 9 module. There will be instructions and a submission upload available as well. You have until May 4th to submit the extra credit. The assignment is worth 10 points and the points you receive from the extra credit assignment will be added to your overall exam grade.

In general, these are the weekly deadlines for this course:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Adolescent in the News article (only if you are presenting) due by 11:59 PM		Adolescent in the News Responses (for the rest of the class not presenting) due by 11:59 PM	Chapter Summary Discussion of the week due by 11:59 PM		Chapter Summary Discussion Response due by 11:59 PM

*****PLEASE READ! A word (or two) about your involvement in the course*****

- Ongoing and active participation includes providing meaningful responses to the submissions of fellow classmates and thinking critically about how this information pertains to your life, future, or career.
- Please familiarize yourself with the syllabus and check the syllabus regarding questions that may arise throughout the semester. I am happy to answer questions, but please take the initiative to try and find the answer yourself first before contacting me.
- This can be a demanding course with the schedule! Please take the time to familiarize yourself with the schedule of the course and plan accordingly. I would follow the orange chart above and keep the calendar below handy. This course is module based so everything is prepared for you in the module corresponding with the week. Flowing through the modules week by week is the easiest and best way to navigate the course, not miss any assignments, and get the best immersion with the material.
- Participate respectfully in all course forums and discussions. Disagreements are OK and welcome. Crafting those points of dissensions in a way that honors the opinions of others is essential when voicing those disagreements. I expect you all to engage respectfully with your classmates.
- I will be an active participant in this course and will be posting and answering students' questions throughout the course. Please know that I plan to engage with you all as fully possible with this course being online.

Policies on Academic Dishonesty

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Please consider them carefully. By engaging in such conduct, a student violates the Honor Code and becomes subject to the Student Conduct Code (6C1-4.016).

Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Accommodations for Students with Disabilities

The University of Florida seeks to provide accommodations for all qualified students with disabilities. The university adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. Students requesting classroom accommodations should first register with the Disability Resource Center located in 001 Reid Hall, phone (352) 392-8565 (www.dso.ufl.edu/drc). Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Then request an appointment with me to arrange the appropriate accommodations. Students with disabilities should follow this procedure as early as possible in the semester. See the following webpage for a detailed checklist of procedures to follow in this process:

<http://www.dso.ufl.edu/drc/students/>

Online Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

University Services

The following information is provided as an easy reference for students who wish to seek help in a variety of areas. Due to the size of the university and most classes, (and as we learn in this class) it is easy for students to feel isolated and unaware of the resources available. If you feel you need assistance or guidance in areas such as health and well-being, tutoring, test taking skills, or any other assistance, this information may be helpful. If you are unsure of where to seek assistance, talk to me or contact the Office of Student Services, 202 Peabody, 352. 392.1261, www.dso.ufl.edu/contactus/

Health and Wellness

U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc>
352.392.1575

Sexual Assault Recovery Services (SARS) Student Health Care Center, 392-1161,
http://gatorwell.ufsa.ufl.edu/health_topic/view/ivp,
http://www.ufsa.ufl.edu/faculty_staff/fees_resources_policies/addressing_sexual_misconduct/policies/

University Police Department, 392-1111 (or 9-1-1 for emergencies).
<http://www.police.ufl.edu/>

Student Health Care Center, 392-1575, <http://shcc.ufl.edu/all-patients/health-care-info-online/>

Psychological Counseling, 3190 Radio Road, 392-1575
<http://www.counseling.ufl.edu/cwc>

Alcohol and other drugs, Gator Wellness, 3190 Radio Road, 352.392.1575
<http://www.counseling.ufl.edu/cwc/aodservices>

Alachua County Crisis Center, 218 Southeast 24th Street, 352.264.6789,
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Academic Resources

Tutoring and Study Skills Service (Free), SW Broward Hall, ground level; 352.392.2010,
https://teachingcenter.ufl.edu/hours_location.html

Career Resource Center, Career assistance and counseling, First Floor, Reitz Union 352.392.1601,
www.crc.ufl.edu/

E-learning technical support, 352.392.4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>

Library support: Various ways to receive assistance with respect to using the libraries or finding resources: <http://cms.uflib.ufl.edu>

Schedule of Topics

Week	Date	Topics	Chapters
1	January 8 th -13 th Introduction	<p style="text-align: center;">Course Introduction</p> <p style="text-align: center;">Syllabus <i>***Please review it thoroughly***</i></p> <p style="text-align: center;">Introduce yourself to the class! <i>Discussion Post</i></p> <p style="text-align: center;">Adolescent in the News Selection Due January 13th at 11:59PM (the day after drop/add ends)</p>	
2	January 16 th -20 th (MLK day January 15 th) MODULE 1	<p style="text-align: center;">Introduction to the study of Adolescent Development <i>***there is no discussion post due for this chapter, but reading it is important as it is a foundation of the course***</i></p> <p style="text-align: center;">Biological Transitions <i>Discussion Post and Responses</i></p>	<p style="text-align: center;">Introduction</p> <p style="text-align: center;">1</p>
3	January 22 nd -27 th MODULE 2	<p style="text-align: center;">Adolescent in the News <i>Presenters & Responses</i></p> <p style="text-align: center;">Cognitive Transitions <i>Discussion Post and Responses</i></p>	2
4	January 29 th - February 3 rd MODULE 3	<p style="text-align: center;">Adolescent in the News <i>Presenters & Responses</i></p> <p style="text-align: center;">Social Transitions <i>Discussion Post and Responses</i></p>	3
5	February 5 th -10 th MODULE 4	<p style="text-align: center;">Adolescent in the News <i>Presenters & Responses</i></p> <p style="text-align: center;">Families <i>Discussion Post and Responses</i></p>	4
6	February 12 th -17 th	<p style="text-align: center;">Exam Review</p> <p style="text-align: center;">Exam #1 Chapters Intro & 1-4 Opens on February 15th at 12AM and closes at 11:59PM</p>	study guide

7	February 19 th -24 th MODULE 5	Adolescent in the News <i>Presenters & Responses</i> Peer Groups <i>Discussion Post and Responses</i>	5
8	February 26 th – March 3 rd MODULE 6	Adolescent in the News <i>Presenters & Responses</i> Schools/Achievement <i>Discussion Post and Responses</i> (combining information from both chapters)	6 & 12 6 (pgs. 153- 176 & 179- 180) 12 (pgs. 321-333)
9	March 3 rd -11 th Happy Spring Break!	No assignments due this week. This time can be used to work ahead, work on extra credit, or enjoy your break ☺	
10	March 12 th -17 th MODULE 7	Adolescent in the News <i>Presenters & Responses</i> Work, Leisure, and Media <i>Discussion Post and Responses</i>	7
11	March 19 th -24 th MODULE 8	Adolescent in the News <i>Presenters & Responses</i> Identity <i>Discussion Post and Responses</i>	8
12	March 26 th -31 st	Exam Review Exam #2 Chapter 5-8 and 12 Opens on March 29th 12AM and closes at 11:59PM	study guide
13	April 2 nd -7 th MODULE 9	Adolescent in the News <i>Presenters & Responses</i> Autonomy <i>Discussion Post and Responses</i>	9
14	April 9 th -14 th MODULE 10	Adolescent in the News <i>Presenters & Responses</i> Intimacy	10

		<i>Discussion Post and Responses</i>	
15	April 16 th -21 st MODULE 11	Adolescent in the News <i>Presenters & Responses</i> Sexuality <i>Discussion Post and Responses</i>	11
16	April 23 rd -28 th MODULE 12 Reading Days April 26 th & 27 th	Adolescent in the News <i>Presenters & Responses</i> Psychosocial Problems <i>Discussion Post and Responses</i>	13
17	April 29 th -May 3 rd	Final Review Final Exam Chapters 9-13 (opens on April 29th at 12:00AM and is due on May 3 rd at 11:59PM)	study guide